

The Modern Language Journal

Volume XXII

JANUARY, 1938

Number 4

Contents

ON THE PROBLEM OF GRAMMATICAL RULES AND THE STUDY OF "GENERAL LANGUAGE," <i>George Kingsley Zipf</i>	243
DEUTSCHE GEDENKTAGE: A CALENDAR FOR THE GERMAN LANGUAGE CLUB, <i>Bayard Q. Morgan and Stella M. Hinz</i>	250
OUR MODERN FOREIGN LANGUAGE TRINITY: LANGUAGE, LITERATURE, CIVILIZATION, <i>F. Courtney Tarr</i>	265
MASTERING GERMAN IDIOMS, <i>Emory E. Cochran</i>	274
THE "EXTENSIVE-READING" LIBRARY, <i>R. C. Trotter</i>	277
ESPERANTO A LIVING LANGUAGE, <i>Alfred E. Johns</i>	285
VISUAL AIDS FOR TEACHERS OF ITALIAN, <i>Edward G. Bernard</i>	291
EDITORIALS: OUR NEW EDITOR AND BUSINESS MANAGER; THE CHICAGO MEETINGS CORRESPONDENCE: EXTENSIVE-READING TESTS, <i>Grace Cochran</i>	294
DOCTOR'S DEGREES IN MODERN FOREIGN LANGUAGES, 1931-32, <i>Compiled by Henry Grattan Doyle</i>	297
MEETINGS OF ASSOCIATIONS	300
"WHAT OTHERS SAY—"	303
NOTES AND NEWS	304
PERSONALIA	305
FILM REVIEWS, <i>Edward G. Bernard</i>	306
REVIEWS	308
SMITH, <i>Masters of French Literature</i> (W. A. Beardsley), p. 308; KAULFERS AND ROBERTS, <i>A Cultural Basis for the Language Arts</i> (J. B. Tharp), p. 309; HAND- SCHIN, <i>Introduction to German Civilization: An Outline</i> (E. P. Appelt), p. 310; SOLOMON, <i>Yo sé leer el español</i> (V. Condon), p. 311; WHEATLEY AND SWANSON, <i>A Review of French Grammar</i> (E. M. Grant), p. 311; WILD, <i>An Introduction to Scientific German</i> (U. E. Fehla), p. 312; SCANLON AND SCANLON, <i>Spanish Con- versation and Composition</i> (W. M. Langford), p. 312; SAINT-PIERRE, <i>Paul et Vir- ginie</i> (E. M. Grant), p. 313; DUMAS, <i>Georges</i> (I. W. Brock), p. 314; WILD, <i>An Anthology of Scientific German</i> (F. J. Menger), p. 314; FOSTER, <i>The Elements of Spanish Grammar</i> (W. H. Shoemaker), p. 315; BÉDÉ, <i>Quelques Textes Naturalistes</i> (A.-J. Dickman), p. 316; "GYP," <i>Napoléonette</i> (E. F. Gessler), p. 317.	
BOOKS RECEIVED	318

(The MODERN LANGUAGE JOURNAL is indexed in the *Education Index*. Contents of previous volumes of the MODERN LANGUAGE JOURNAL have been indexed in the *Educational Index*, beginning with the inception of the *Index* in 1929.)

Published by
The National Federation of Modern Language Teachers

The Modern Language Journal

STAFF, 1937-38

EDITORIAL ADVISORY BOARD

(Former Managing Editors)

E. W. BAGSTER-COLLINS, Columbia University, New York, N.Y. (1916-19).

J. P. WICKERSHAM CRAWFORD, University of Pennsylvania, Philadelphia, Pa. (1922-26).

ALGERNON COLEMAN, University of Chicago, Chicago, Illinois. (1919-22).

BAYARD QUINCY MORGAN, Stanford University, California. (1926-30).

CHARLES H. HOLZWARTH, West High School, Rochester, N.Y. (1930-34).

MANAGING EDITOR

HENRY GRATTAN DOYLE, The George Washington University, Washington, D.C.

ASSISTANT MANAGING EDITORS

(Review and Department Editors)

WILFRED A. BEARDSLEY (French), Goucher College, Baltimore, Md.

JAMES B. THARP (Methodology), Ohio State University, Columbus, Ohio.

STERLING A. STOUDEMIRE (Spanish), University of North Carolina, Chapel Hill, N.C.

GRACE P. YOUNG (Bibliography), Indiana University, Bloomington, Indiana.

EDWIN H. ZEYDEL (German), University of Cincinnati, Cincinnati, Ohio.

E. F. ENGEL (Radio), University of Kansas, Lawrence, Kansas.

MICHELE CANTARELLA (Italian), Smith College, Northampton, Mass.

EDWARD G. BERNARD (Films), International Cinema League, 11 W. Forty-Second St., New York, N.Y.

BUSINESS MANAGER

GEORGE W. H. SHIELD, 1537 West Forty-Sixth Street, Los Angeles, California.

Who's Who in This Issue

GEORGE KINGSLEY ZIFF, Assistant Professor of German, Harvard University, is in charge of elementary German instruction at Harvard and also gives graduate courses in Gothic, Germanic Philology, and the Psychology of Language. He has devoted many years to the study of the laws of speech-behavior, and is the author of *The Psychology of Language*.

BAYARD Q. MORGAN, a former managing editor of the *Journal*, is head of the Department of German, Stanford University, and a national leader in the teaching of modern foreign languages.

STELLA M. HINZ is the director of the German Service Bureau, University of Wisconsin. She described its work in the November, 1937, issue of the *Journal*.

F. COURTNEY TARR is Pine Professor of Spanish, Princeton University. His article on the centenary of the death of Larra (Figaro) appeared in the October, 1937, issue of the *Journal*.

R. C. TROTTER has taught French at the University of Michigan, University of Tennessee, University of Chicago, and Stephens College, and is now a graduate student in the College of Education, Wayne University, Detroit, Michigan.

EMORY E. COCHRAN is chairman of the Foreign Language Department, Bryant High School, New York City, and an instructor in the evening classes of New York University. He is the author of *A Practical German Review Grammar*.

ALFRED E. JOHNS is Instructor in Modern Languages in the School of Education, College of the City of New York, and official interpreter in the Magistrates' Courts, New York City.

NOTE—Readers are reminded that mention on the cover, or the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

On the Problem of Grammatical Rules and the Study of "General Language"

GEORGE KINGSLEY ZIPF

Harvard University, Cambridge, Massachusetts

THE purpose of the following is to suggest briefly a course in "general language"—really a course of research for modern foreign language teachers—in order to obviate one serious impediment to our teaching performance. I refer to the impediment of grammar-study, a topic which I shall approach somewhat circuitously that it may be evaluated against the general background of modern foreign language instruction.

Two striking features of the free English compositions of persons learning English are, first, the predominance of *conceptual* words, e.g., words, like *house, white, swim, beautiful*, which refer to the perceptual or emotional data of experience; and second, the deficiency of *articulatory*¹ words, e.g., *of, so, then*, which refer primarily to the content of the stream of speech—when compared in each case with the customary usage of the "standard curve of distribution."² This condition seems to indicate that the easier task of foreign language study is that of learning a new though often arbitrary set of *conceptual* speech-symbols to be substituted for the native set in associations which for the most part have a one-to-one correspondence, at least in occidental languages. Thus in translating "fish swim fast" into French or German the chief task is that of substituting another set of symbols in a statement which as a whole or in part is not foreign to French or German experience.

But as we pass to the category of articulatory words, unfortunately also the more frequent words, we come into a domain of symbols where there is often but little correspondence between the usage of two languages (e.g., German *doch*, English ?). Here meaning is largely "speech-usage." And as far as "speech-usage" is concerned (primarily syntax and inflection) the correspondences between languages can be very remote, and the reference to the perceptual and emotional data of experience often absurd (e.g., "I can't get *over* the fall foliage."). Hence our students, who of course consider English usage natural and reasonable, instinctively feel that the usage of the new language is "foreign and queer"—two epithets that represent the ultimate of American opprobrium.

As teachers, we must not minimize the importance of this instinctive feeling. It repels and frustrates our students in their attempt to learn the

¹ The classifications of conceptual and articulatory words are not discrete.

² A "standard distribution" of words is one in which the ordinal rank of words (arranged and ranked in descending order of frequency) when multiplied by their respective frequencies of occurrence remain constant (cf. G. K. Zipf, *Psycho-Biology of Language*, Boston: Houghton Mifflin Company, 1935, pp. 44 f.). The "standard curve of distribution" is useful as a standard of comparison. The distribution of the words of foreigners, thus compared, is very interesting and should be thoroughly studied for the light it may throw on learning-processes.

intricacies and idiosyncrasies of foreign usage, and is largely responsible for the low esteem in which modern foreign language study stands when compared with some eminently "sane" study, like physics, which does not contradict our common-sense experience. Hence the more we can diminish our students' feeling of "the foreign and the queer," the more likely it is that modern foreign language study will rise in esteem and take again the place in the curricula of schools and colleges which it deserves. For I have yet to meet a person who would not like to know a foreign language, were this possible without the expenditure of too much effort in a very uncongenial atmosphere.

Much excellent progress has been achieved in recent years towards making modern foreign language study easier and more congenial. I refer to the extensive vocabulary and semantic analyses which reveal the comparative frequencies of words and concepts; and to the reading texts, demonstrating nothing short of genius, which employ the results of these counts with suitable regard to the psychological factors of initial vividness and repetition, so important in memorizing. If this advance in pedagogy does not make the foreign speech-usage less "foreign and queer" it nevertheless helps the student to work more economically, increases his sense of achievement, and accordingly makes him more tolerant of "the foreign and the queer." Similarly the brilliant work in objective testing has increased the student's feeling of receiving fair play—a very important positive factor psychologically. Furthermore there is the growing mass of "realia" for classroom and extra-curricular activities, well-selected, extensive, and readily available, to arouse the student's interest in the foreign culture and increase his wish to learn. These steps have strengthened the positive psychological factors in modern foreign language learning to the end of counterbalancing the negative factors. I mention these advances in the personal belief that they alone, when coupled with a long reading, aural, and oral experience with the foreign language, will automatically lead to an effective acclimatization in the foreign speech-usage itself. For, be the learning processes what they may, after the preliminary lessons on the essentials of, say, tennis have been had, ease and correctness in playing comes gradually of its own accord with practice, with the observation of the perfected performance of the expert, and with familiarity with the milieu. But all this takes time.

And time is precisely what we lack in elementary foreign language instruction at Harvard (nor is Harvard unique in this respect). Though we have no foreign language requirement which forces every student to know German, nevertheless many students must know German in order to pursue their special lines of study, and hence are obliged by their tutors and advisers to enroll in our elementary course. Many of them really can afford to spend only one year in active study. Our colleagues in other fields as well as some of our administrators are convinced, evidently more from

divine inspiration than from personal concrete experience, that the imparting of approximately a reading knowledge by the end of nine months' study is a reasonable requirement of the modern foreign language teacher, rather to be censured in the failure than praised in the attainment. Though there is nothing in the University's statutes to this effect, life runs more smoothly if we remain aware of it. Again our institution is not exceptional, for everywhere one hears in reference to modern foreign language study: "It takes too much time for what you get." Hence at Harvard we have been obliged to cut every corner and pursue the objective of a reading knowledge with single intent purpose.

In teaching a reading knowledge of German, even without formal written composition, especially in so short a time, it is necessary to teach some formal grammar. For a rule of grammar, by nature and purpose, is a summary of many general patterns of speech-behavior, and can be used as a short-cut. Though regularities in speech-usage can be inferred from extensive reading (and all rules of grammar have been thus inferred by someone), such inference or induction takes time.

But although our rules of grammar represent short-cuts, it is by no means certain that the rules we possess are the best short-cuts, if one takes the total situation into account. For example the "rule" for the inflection of German strong and irregular verbs in its full statement constitutes really nothing less than learning by heart the principal parts of some fifty-odd strong verbs as a minimum. In practice at Harvard we insist that our students learn these strong verbs, English-German, German-English, backwards and forwards, by what amounts to little more than sheer rote-memorizing. There is of course a psychological drawback to brute rote-memorizing, especially when the items are not integrated according to some scheme: memorizing proceeds but slowly, and retention is likely to be faulty and inaccurate once the memorized order is broken. The frequent resort of students to nonsense jingles, when trying to learn by rote, is pathetic evidence of nature's urge to organize unpatterned material before attempting to absorb it. A good rule is an excellent help to learning also because it helps organize facts.

But, to repeat, a convenient, one hundred per cent accurate grammatical rule for German strong verbs seems out of the question because of their irregularity. Is there, perhaps, a convenient "ninety per cent rule" or rules? This question was brought strikingly to my attention one morning during an examination in which a student wrote answers in his blue-book only after solemnly executing the toss of a coin. His examination paper was open at a long list of German strong verbs. The comment of the instructor to the class subsequently was not that resort to the toss of a coin was reprehensible in itself, but that in the case of German strong verbs, no matter how the question was posed to the coin, it indicated very inferior gifts as a bookmaker. For the odds here were generally far greater than

fifty to fifty. Thus the odds were greatly against finding an *umlaut* in the infinitive stem of a strong verb; similarly with an *i*, unless followed by a nasal; the vowels of the first and third principal parts were almost never the same, except *a*, when they were always the same; etc. The students wrote these rules down with great eagerness, marvelling at the ultimate orderliness of nature and forgetting the instructor's qualification that, for the most part, the rules were only approximations.

The sequel was that at the next recitation voices of protest were heard, for *bitten*, *heissen*, *kommen*, *stossen*, *lügen*, *betrügen*, etc., and all the modals had been found. With a zeal to prove teacher wrong, the entire list was minutely scrutinized and every exception (very few in number) was carefully noted. From that time on in the class, these principal parts lost their terror. Having approached the problem from an orderly side, the students found the exceptions easy to cope with. (I do not pretend that this finding is unique.)

Other "ninety per cent rules" were asked for. Here is one for the knotty problem of the plurals of German nouns: words in *-el*, *-er*, *-en*, *-chen*, *-lein* add nothing to make the plural; all other polysyllables add *-en* and no *umlaut*, whereas monosyllables add *-e*. After the student has met a few examples of third-class nouns with an *-er* plural, he can be reassured that this class is extremely small, its members either very frequent (hence easy to learn), or very rare (hence negligible), and are orderly.³ The general statement that exceptions are either very frequent and hence become easily familiar, or else very rare and hence negligible, is one which incidentally merits consideration as a candidate for becoming a ninety-nine per cent rule of language.

I know that some of my colleagues may object to the casualness of the rules, forgetting that they are honestly labelled as approximations, used only as rules of thumb, and more casual in their appearance than in their formulation. Of course, under this "ninety per cent rule" the plural of *Schwester* is incorrectly *Schwester*; *Mensch*, *Mensche*; *Kenntnis*, *Kenntnissen*. But, for every plural that comes out wrong, there are very many that come out correctly (how many and how frequently they occur is worth determining). On the other hand, no one with experience in teaching German will for a minute contend that the complete miscellany of rules and exceptions that appear in most grammars results in perfect performance. The point is that a brief simple rule of high degree of approximation may, even if rigorously applied, yield a lower percentage of error than a very complex and

³ Since there are only about twenty important members of Class III, and these for the most part very frequent, one can also approach German noun inflection by immediately listing the important words of Class III. With the "ninety per cent rule" in hand, the student then finds it easier to remember the correct plural of a new noun when he meets it. However, for a mere reading knowledge, the knowledge of noun plurals, as heretical as this sounds, is not entirely necessary if the student knows thoroughly the inflection of the verb, article, and adjectives. Of course, the rule for noun plurals given above excludes compound nouns.

perfect one. The more complex a rule is, the more it defeats the primary purpose of any rule. There is probably a happy balance between ease of memory and of application on the one hand, and what may be termed degree of accuracy on the other, which merits empirical investigation.⁴ Many of the newer briefer grammars suggest that this belief is quite general, though perhaps fear of the apostles of complete exactitude may have been a restraining influence in its exercise. After all, the psychologists argue quite plausibly that first we perceive the orderly whole and then the parts and exceptions; and that nature herself is kind in integrating loose odds and ends. Work on syntax or idiom counts provides grist for this type of objective experimentation. And our "ninety per cent rules" may shed unexpected light on another grammatical problem.

For there is another type of grammatical rule of a nature that leaves much to be desired. I refer to rules of syntax, which, though often succinctly expressed and easily recalled, are nevertheless generally so odd in their tenor as to be practically impossible of easy application. Indeed, any rule of conduct which calls for an ordering of events different from the habitual seems likely to be a stumbling-block, though possibly to a lesser degree if we understand the reason for the reordering. We can substitute one symbol for another, or add a constant, far more easily than we can reverse or rearrange the familiar components of established patterns. A really radical change in order is called for by the rule for word order in the dependent clause in German. This single rule does more perhaps to prevent a feeling of ease and self-confidence in students of German than any other thing. The average student, on terminating his formal German studies, even after several years, has subconsciously a deeply-rooted doubt that a German youth, say, in making love, ever does really remember "to put the finite verb at the end of a dependent clause unless it belongs to a modal auxiliary in a compound tense with dependent infinitive expressed . . . etc." Though a student can recite and illustrate this rule, yet his written or spoken German generally reveals neither the German order of the rule, nor the English order, nor any consistent order of its own. The foreign language remains foreign.

To cope with the problem of grammatical rules that appear artificial we have it seems no other alternative than to find out, if possible, the fundamental psychological reasons for the rule. The moment when we can show our students the reasons for a peculiar law, in the terms of common human experience, is the moment when that law ceases to be mysterious and artificial. For learning, attended by insight into the processes involved, is both speedy and permanent, if we may trust the findings of psychologists. It is doubtless this concomitant insight into the nature of the processes involved which makes the laws of physics so eminently "sane."

⁴ I can see no obstacle in the way of objective testing of rules of grammar in controlled experimental classes.

In other words we can attack our students' inhibiting feeling of "the foreign and the queer" not only indirectly by graded texts, objective examinations, "realia" (and even "ninety per cent rules"), that build up their tolerance and increase their will to learn; we can also attack this inhibiting feeling directly by showing that these artificial rules of grammar reflect general principles of individual-social human conduct. Once we have succeeded in doing this to any considerable degree, we never need worry about the esteem in which modern foreign language instruction will be held.

As I write this I am sure that the reader will agree that an understanding of the fundamental general causal laws of syntax and inflection would be a great boon to our teaching of modern foreign languages. We should agree further: this *desideratum* is far more easily expressed than achieved. For, after all, what right have we to suppose (1) that there are fundamental causal laws of syntax and inflection, and (2) that we can find them if they exist?

A priori we may say nothing about the two points above except that such laws may or may not exist and that we may or may not find them if they do. Nevertheless the chances are very great that there are fundamental general human laws in operation which are at the roots of grammatical rules, and whose discovery and formulation depends largely upon our resourcefulness and industry. For we know today that words, morphemes, speech-sounds (phonemes), and even the various phonetic features of speech-sounds are by no means random in their appearance in the streams of speech but on the contrary highly orderly. Similarly with the association of words and with the "projection of words" into meaningless sounds.⁵ It is easier for us to assume that all speech-process, *including* syntax and inflection, is orderly than that all is orderly *except* syntax and inflection. Towards our research in "general language" we have then that reassurance in advance which exact scientists evaluate very highly: the probability that there are fundamental laws in operation.

But the procedure to be followed in discovering these laws is not indicated. I personally believe that the employment of statistical principles may well provide the opening wedge. By their employment I have found what I think may conceivably materialize into good leads in the inflectional-syntactic field;⁶ cautious classroom experimentation with grammatical explanations based upon these few quasi-findings has shown that this type of inquiry is pedagogically very much worth while. Of course he who uses statistical principles in syntax *may* have before him serious problems in logical⁷ classification as well as in syntactic symbolism.⁸ Indeed the whole

⁵ Cf. B. F. Skinner, "The Distribution of Associated Words," *Psychological Record*, vol. 1 (1937), pp. 71-76; also his "The Verbal Summator and a Method for the Study of Latent Speech," *Journal of Psychology*, vol. 11 (1936), pp. 71-107.

⁶ Reported, Zipf, *op. cit.*, chapter V.

⁷ To quote the words of an expert and pioneer in the field: "The task of formulating a

problem of form-function *may* prove to be very knotty. On the other hand, by using phonetic form as the sole basis of classification we may, for the time being at least, and perhaps permanently, neatly minimize the seriousness of the problems of logical classification, syntactic symbolism, and form-function. Yet the employment of statistical principles, though perhaps a promising procedure, is by no means the only procedure nor necessarily the best. Indeed as one reads the history of science one is impressed by the number of times an investigator, accidentally stumbling over his own feet, has fallen face-flat on top of the scientific solution for which he has been searching for years.

As to the necessary equipment for this type of research, teachers of modern foreign languages already have that one chief essential: experience with language. If we who struggle daily with the explanation of grammatical rules of specific languages are not capable of research into the general dynamics of speech, this research may have to wait. I suspect, though, that, in fact, hither and yon, research for private use has been quietly conducted and that many a teacher may have had a valuable "hunch" which has received the pragmatic sanction of the classroom. These "hunches," no matter how trivial they may appear to the person who first had them, should be reported for discussion lest we forget that most scientific investigation begins with little more than a "feeling in the bones."

I have spoken quite frankly, if briefly, of my inner beliefs and convictions, not assuming for a moment that they are original with me, to the effect that by increasing our own knowledge of the fundamental principles of general speech-dynamics we shall improve our teaching performance. Carefully worked-out "ninety per cent rules," while paying dividends on their own score, will do much towards throwing incidentals into the background and, by emphasizing the outstanding regularities, suggest probably in many as yet inconceivable ways approaches rich in promise in the field of general speech-dynamics.

But these convictions and beliefs I set up only as a target for us all to aim at in discussion and controversy, should they be deemed to merit it.

list of syntactic phenomena proved more difficult, because here it was necessary to adopt some form of logical classification, and the possible methods of approach to such a classification were so varied that it was questionable whether any scheme devised by one individual could be successfully used by other individuals. *In spite of the difficulties, however, . . .*" (italics mine), Hayward Keniston, "The Syntax Count of Contemporary Spanish," in Algernon Coleman, *Experiments and Studies in Modern Language Teaching*, Chicago: University of Chicago Press, 1934, pp. 347 ff. No one will today deny that pedagogical research has been greatly furthered by Keniston's resoluteness and ingeniousness in the face of this difficult psycho-biological problem of classification.

⁸ Of very timely appearance is O. Jespersen's *Analytic Syntax*, London: Allen and Unwin, 1937.

Deutsche Gedenktage: A Calendar for the German Language Club

BAYARD Q. MORGAN AND STELLA M. HINZ

AS the sub-title implies, the chief purpose in presenting the material contained in the appended list is to assist the teacher in providing suitable programs for the language club. Suppose the teacher needs an idea for the March meeting of the German club. Turning to this calendar, he will note that Goethe died on March 22. Good, let us celebrate the anniversary of Goethe's death. The possibilities are almost infinite, but will be largely determined by the individual circumstances of the teacher's situation, the talent at his disposal, the degree of advancement of his pupils, and the like. For example, one student will give a brief summary (in German, perhaps) of Goethe's life (with or without slides or other illustration); another may read or recite one or more of his poems; a third (or a group) may sing celebrated settings of his lyrics (by Beethoven, Mozart, Schubert, Schumann, Brahms, Wolf, Strauss); a fourth may read a passage from one of his dramas, or a group of students may act an entire scene.

If an artist is to be commemorated, the showing of some of his best works, with appropriate comment, is the most natural nucleus of the program; and in this connection it may be not out of place to call the teacher's attention to the great wealth of pictorial material that could be salvaged from the waste-basket, by a little systematic and purposeful attention. If a composer is to be celebrated, the meeting will resolve itself into a musicale. There is usually some musical talent that can be secured; at worst, a good selection of gramophone records is not to be sniffed at.

The recurrence of national holidays may afford an excuse for the inculcation of a little history. In connection with some day of popular observance, the whole field of folkways opens up. Students might be set the task of getting information about interesting customs, or some typical practice could be actually carried out, dramatized, as it were, preferably in suitable costume. The great church festivals: Easter, Pentecost, Christmas, are capable of utilization in various ways. In particular, the German club should not fail to take advantage of the delightful and beautiful Christmas customs that prevail in Germany: *Weihnachtsbaum*, *Krippe*, *Weihnachtslieder*, are capable of creating an atmosphere that is not only wholly characteristic but also intrinsically charming and inspiring. Mention should also be made of certain movable feasts which do not fall on fixed dates, but are an integral part of the annual cycle. Chief among these are Easter and its satellites: *Fastnacht*, *Palmsonntag*, *Pfingsten*. In the fall we have the harvest festival or *Kirchweih* as a focal point of *Volksbrauch und -sitte*. Other days of customary observance are definitely fixed: *Walpurgisnacht*, *Johannisfest*, *Allerseelen*, *Silvester*.

The list which follows was first presented in the *Modern Language Jour-*

nal in March 1928, largely compiled from Meyer's "historischer Kalender," but with the use of additional sources. It has been very considerably augmented by the writer and by Miss Stella M. Hinz, the able and energetic secretary of the German Service Bureau at the University of Wisconsin, Madison, Wisconsin. While the chief emphasis is laid upon the representatives of letters and the arts, names of distinguished scientists make a good showing, and there is a sprinkling of historic and other dates.*

BAYARD Q. MORGAN

Stanford University, California

Note.—* means born; † means died.

JANUARY

January 1 Neujahrstag

- 1484. *U. Zwingli
- 1894. †Heinrich Hertz, physicist
- 1906. *Eberhard Möller, poet

January 2

- 1582. University of Würzburg founded
- 1777. *Chr. Rauch, sculptor
- 1783. †J. J. Bodmer, critic
- 1801. †J. K. Lavater, physiognomist
- 1831. †B. G. Niebuhr, historian
- 1858. *Jos. Kainz, actor
- 1861. *W. Bölsche, naturalist
- 1870. *E. Barlach, lit., art
- 1921. †Franz v. Defregger, painter

January 3

- 1912. †Felix Dahn, author

January 4

- 1785. *Jakob Grimm, philologist
- 1786. †Moses Mendelssohn, philosopher
- 1844. *Viktor Blüthgen, author
- 1880. †Anselm Feuerbach, painter

January 5

- 1828. *Emil Frommel, author
- 1846. *Rud. Eucken, philosopher
- 1896. †Phil. Reclam, publisher

January 6

- 1822. *Heinr. Schliemann, archaeologist
- 1828. *Hm. Grimm, scholar
- 1838. *Max Bruch, composer
- 1827. †Charlotte v. Stein, beloved of Goethe

January 7

- 1529. †Peter Vischer, sculptor

January 8

- 1794. †Jt. Möser, writer
- 1830. *Hans v. Bülow, musician

January 9

- 1908. †Wilhelm Busch, humorist
- 1927. †H. S. Chamberlain, author

January 10

- 1797. *Annette v. Droste-Hülshoff, poetess
- 1858. *H. Zille, caricaturist
- 1871. *E. v. Handel-Mazzetti, novelist

January 12

- 1519. †Emperor Maximilian I
- 1746. *Heinr. Pestalozzi, educator
- 1829. †Fried. v. Schlegel, writer
- 1833. *K. E. Dühring, philosopher

January 13

- 1749. *F. ("Maler") Müller, poet
- 1802. *E. v. Bauernfeld, playwright
- 1914. †Af. Lichtwark, art critic
- 1925. †K. Helfferich, statesman

January 14

- 1874. †Philipp Reis, inventor of the telephone

January 15

- 1791. *Franz Grillparzer, dramatist
- 1890. †Karl Gerok, poet
- 1909. †Ernst v. Wildenbruch, writer

January 16

- 1901. †Arnold Böcklin, painter

January 17

- 1318. †Erwin v. Steinbach, architect
- 1921. †Adolf v. Hildebrand, sculptor

January 18

- 1821. †Cn. v. Stolberg, poet
- 1871. William I of Prussia proclaimed German Emperor at Versailles
- 1871. *Eberhard König, poet

* A comparison of different works of reference reveals not infrequent discrepancies; the data given here are therefore subject to errors which must be allowed for.

January 19

1576. †Hans Sachs, cobbler and poet
1874. †Hoffmann v. Fallersleben, poet

January 20

1813. †Christoph M. Wieland, novelist
1859. †Bettina v. Arnim, writer
1868. *W. Schäfer

January 21

1804. *Moritz v. Schwind, painter
1811. *R. Benedix, dramatist
1815. †Matthias Claudius, poet
1831. †Achim v. Arnim, poet
1851. †Al. Lortzing, composer
1867. *L. Thoma, author
1872. †Franz Grillparzer, dramatist

January 22

1729. *Gotht. Ephr. Lessing, writer
1820. *Hm. Lingg, author

January 23

1761. *Fr. v. Matthisson, poet
1843. †Fried. de la Motte-Fouqué, writer
1922. †Arthur Nikisch, conductor

January 24

1679. *Chr. v. Wolff, philosopher
1712. *Friedrich der Grosse
1776. *E. T. A. Hoffmann, author
1867. *Ernst Zahn, novelist
1883. †F. v. Flotow, composer
1891. †K. Stauffer-Bern, artist

January 25

1558. University of Jena founded
1586. †L. Cranach, Jr., painter
1743. *F. H. Jacobi, writer
1776. *Jos. v. Görres, writer
1876. *Herb. Eulenberg, author

January 26

1781. *Achim v. Arnim, poet
1795. †J. Cph. Bach, musician
1864. †Leo v. Klenze, architect
1878. *R. A. Schroeder, writer

January 27

1756. *W. A. Mozart, composer
1775. *F. W. v. Schelling, philosopher
1808. *D. F. Strauss, philosopher
1850. †Gottfried Schadow, sculptor
1859. *William II German Emperor

January 28

814. †Karl der Grosse
1868. †Adalbert Stifter, novelist

January 29

1499. *Kta. v. Bora, Luther's wife
1763. *J. Gt. Seume, author

1814. †J. G. Fichte, philosopher

1848. †J. v. Görres, writer

1860. †E. M. Arndt, poet

January 30

1781. *A. v. Chamisso, poet
1815. *K. Gerok, poet

January 31

1797. *Franz Schubert, composer
1866. †Fried. Rückert, poet
1866. *Emil Strauss, author

FEBRUARY

February 1

1874. *Hugo v. Hofmannsthal, dramatist
1890. *Frank Thiess, author
1910. †O. J. Bierbaum, poet

February 2

1700. *J. C. Gottsched, critic
1829. *Al. Brehm, naturalist

February 3

1809. *F. Mendelssohn-Bartholdy, composer

1845. *E. v. Wildenbruch, writer

1851. *Wm. Trübner, artist

1921. †K. Hauptmann, novelist

February 5

1808. *Karl Spitzweg, painter
1926. †G. Eberlein, sculptor

February 6

1846. *Karl Haider, painter
1876. *Wm. Schmidtbonn, poet
1894. †Td. Billroth, surgeon

February 7

1801. †D. Chodowiecki, etcher
1909. †Ad. Stöcker, theologian

February 8

1871. †M. v. Schwind, painter
1874. †D. F. Strauss, theologian
1882. †B. Auerbach, novelist
1920. †R. Dehmel, poet

February 9

1834. *F. Dahn, writer
1885. *Alban Berg, composer
1905. †A. v. Menzel, painter

February 10

1898. *Bertold Brecht, dramatist
1923. †W. K. Röntgen, physicist
1934. †Fedor v. Zobeltitz, writer

February 11

1813. *O. Ludwig, writer
1873. *Rud. Hs. Bartsch, poet
1905. †O. E. Hartleben, poet

February 12

1419. Univ. of Rostock founded
 1777. *Fried. de la Motte-Fouqué, writer
 1804. †I. Kant, philosopher
 1834. †F. Schleiermacher, philosopher
 1861. *Lou v. Andreas-Salomé, writer
 1894. †Hs. v. Bülow, conductor

February 13

1419. University of Rostock founded
 1883. †R. Wagner, composer

February 14

1468. †J. Gutenberg, printer

February 15

1781. †G. E. Lessing, writer
 1808. *K. F. Lessing, painter
 1879. *Hm. Burte, poet

February 16

1497. *P. Melanchthon
 1620. *F. Wm., the Great Elector
 1826. *V. v. Scheffel, poet
 1834. *E. Haackel, naturalist
 1864. *Hm. Stehr, poet

February 17

1827. †J. H. Pestalozzi, educator
 1854. *F. A. Krupp, manufacturer
 1856. †H. Heine, poet

February 18

1546. †Martin Luther
 1857. *Max Klinger, artist
 1867. *Hedwig Courths-Mahler, novelist

February 19

1473. *N. Kopernicus, astronomer
 1837. †G. Büchner, dramatist
 1881. *Paul Zech, poet

February 20

1751. †J. H. Voss, poet

February 21

1862. †J. Kerner, poet
 1881. *Wald. Bonsels, writer

February 22

1455. *J. Reuchlin, humanist
 1788. *A. Schopenhauer, philosopher
 1857. *H. Hertz, physicist
 1903. †Hugo Wolf, composer

February 23

1685. *G. F. Händel, composer
 1842. *E. v. Hartmann, philosopher
 1855. †K. F. Gauss, mathematician
 1863. *Franz v. Stuck, painter

February 24

1500. *Karl V
 1786. *W. Grimm, archaeologist

1829. *Fried. Spielhagen, novelist

1869. *Karl Schönherr, dramatist

February 25

1634. *Albrecht v. Wallenstein
 1856. *Karl Lamprecht, historian
 1865. †Otto Ludwig, poet
 1911. †Fritz v. Uhde, painter

February 27

1598. †F. Dedekind, writer

February 28

1812. *Berthold Auerbach, novelist
 1927. †L. v. Zumbusch, artist

MARCH

March 1

1268. First Leipzig fair
 1837. *Georg Ebers, novelist
 1929. †W. v. Bode, art historian

March 2

1481. *Fz. v. Sickingen, knight
 1788. †S. Gessner, poet
 1829. *Karl Schurz, statesman
 1891. *Hans Leifhelm, author
 1916. †Elizabeth ("Carmen Sylva"),
 Queen of Rumania

March 3

1926. †Otto Ernst (Schmidt), writer

March 4

1829. *K. H. v. Siemens, engineer
 1879. *Bh. Kellermann, poet
 1916. †Fz. Marc, painter

March 6

1867. †Peter v. Cornelius, painter
 1888. *F. Schnack, writer
 1900. †G. Daimler, inventor

March 7

1866. *Paul Ernst, poet
 1922. †K. L. Schleich, surgeon

March 8

1714. *K. Ph. E. Bach, musician
 1917. †Graf Zeppelin, airship builder

March 9

1879. *Agnes Miegel, poetess
 1892. *Josef Weinheber, poet
 1918. †Frank Wedekind, drama

March 10

1772. *Fried. v. Schlegel, poet
 1776. *Queen Luise of Prussia
 1788. *Jos. v. Eichendorff, poet
 1809. †F. H. Jacobi, philosopher
 1886. *K. Bröger, poet

1910. †K. Reinecke, composer
 1933. †Manfred Kyber, writer
- March 12
 1365. University of Vienna founded
 1607. *Paul Gerhardt, poet
 1831. †Fried. v. Matthiessen, poet
 1916. †M. v. Ebner-Eschenbach, novelist
- March 13
 1781. *K. F. Schinkel, architect
 1860. *Hugo Wolf, composer
- March 14
 1803. †F. G. Klopstock, poet
 1804. *Joh. Strauss, composer
 1853. *Fd. Hodler, artist
 1854. *Paul Ehrlich, medicine
 1883. †Karl Marx, socialist
- March 15
 1830. *Paul Heyse, novelist
 1854. *Emil v. Behring, physician
- March 16
 1787. *G. S. Ohm, physicist
- March 17
 1811. *K. Gutzkow, writer
 1834. *G. Daimler, inventor
 1839. *Jos. v. Rheinberger, composer
- March 18
 1813. *Fried. Hebbel, dramatist
 1832. †F. Kuhlau, composer
 1852. †F. W. Carové, writer
 1876. †Ferd. Freiligrath, poet
 1858. *Rud. Diesel, engineer
- March 19
 1873. *Max Reger, composer
- March 20
 1239. †Hm. v. Salza, knight
 1770. *Fried. Hölderlin, poet
 1874. *Börries v. Münchhausen, writer
 1906. †K. Siemens, engineer
- March 21
 1685. *J. S. Bach, composer
 1763. *Jean Paul (Fried. Richter), writer
 1910. †J. Schilling, sculptor
- March 22
 1459. *Maximilian I
 1771. †G. W. Rabener, satirist
 1771. *Hein. Zschokke, writer
 1832. †W. v. Goethe, poet
 1875. *Hans Grimm, author
- March 24
 1739. *C. D. Schubart, poet
 1830. *Rb. Hamerling, writer
- March 25
 1801. †Fried. v. Hardenberg ("Novalis"), poet
 1860. *F. Naumann, political writer
- March 26
 1794. *Jl. Schnorr v. Carolsfeld, painter
 1827. *L. van Beethoven, composer
 1851. *Jl. Langbehn, writer
- March 27
 1820. †Gerh. v. Kügelgen, painter
 1845. *W. K. Röntgen, physicist
- March 28
 1824. *L. Büchner, natural philosopher
- March 29
 1735. *J. K. A. Musäus, writer
 1826. †J. H. Voss, poet
 1840. *E. Schnitzer, "Emin Pascha," explorer
 1863. *G. V. Ompteda, writer
 1918. †Timm Kröger, novelist
- March 31
 1732. *Jos. Haydn, composer
 1811. *R. W. Bunsen, chemist
 1885. †Fz. Abt, composer
 1903. *Wf. Brockmeier, poet
 1914. †Cn. Morgenstern, poet
 1917. †Emil v. Behring, physician
- APRIL
- April 1
 1730. *S. Gessner, poet
 1815. *O. v. Bismarck, statesman
 1910. †Andreas Achenbach, painter
 1930. †Cosima, wife of R. Wagner
- April 2
 742. *Karl der Grosse
 1640. †Paul Fleming, writer
 1798. *Hoffmann v. Fallersleben, poet
 1914. †Paul Heyse, novelist
 1920. †V. Blüthgen, writer
- April 3
 1897. †Joh. Brahms, composer
- April 4
 1785. *Bettina v. Arnim, writer
 1823. *W. Siemens, engineer
 1932. †W. Ostwald, chemist
- April 6
 1528. †A. Dürer, artist
 1870. *Oskar Strauss, composer
 1884. †E. Geibel, poet
- April 7
 1348. University of Prague founded

1874. †W. v. Kaulbach, painter
 1875. †G. Herwegh, poet
 April 8
 1835. †W. v. Humboldt, statesman
 1852. *Emil v. Schönaich-Carolath, writer
 April 9
 1754. †Cn. v. Wolff, philosopher
 1848. *Helene Lange, feminist
 1859. *Julius Hart, writer
 1886. †V. v. Scheffel, writer
 April 10
 1775. *Sam. Hahnemann, homoeopath
 1807. †Amalia, Duchess of Saxe-Weimar
 1838. *Gst. Droysen, historian
 1924. †Hg. Stinnes, industrial magnate
 April 11
 1806. *"Anastasius Grün" (Graf A. v. Auersperg), poet
 April 12
 1864. *Heinz Tovote, writer
 1885. †Karl Stieler, writer
 April 14
 1759. †G. F. Händel, composer
 April 15
 1659. †Simon Dach, poet
 1832. *W. Busch, humorist
 April 16
 1767. *K. J. Weber, satirist
 April 17
 1852. *Ida Boy-Ed, writer
 1881. *Anton Wildgans, writer
 April 18
 1835. †Wm. v. Humboldt, scholar
 1873. †Justus v. Liebig, chemist
 1892. †F. Bodenstedt, poet
 April 19
 1560. †P. Melanchthon
 1868. *Max v. Schillings, composer
 April 20
 1869. †Karl Löwe, composer
 1889. *Ad. Hitler
 April 21
 1488. *U. v. Hutten
 1736. †Prince Eugene of Savoy
 1772. *F. C. Perthes, publisher
 1782. *Friedr. Fröbel, educator
 1899. †H. Kiepert, geographer
 April 22
 1724. *I. Kant, philosopher
 1819. *F. v. Bodenstedt, poet
 April 23
 990. †Ekkehart v. St. Gallen

1825. †F. ("Maler") Müller, poet
 1855. *E. v. Wolzogen, writer
 1898. *E. E. Dwinger, author
 April 24
 1796. *K. Immermann, novelist
 1819. *Klaus Groth, poet
 1845. *K. Spitteler, writer
 1881. *Jk. Kneip, author
 1891. †Helmuth v. Moltke, general
 April 26
 1787. *L. Uhland, poet
 1812. *Af. Krupp, manufacturer
 1863. *Arno Holz, poet
 1873. *Otto zur Linde, author
 1916. †B. Schmitz, sculptor
 April 27
 1767. *Andreas Romberg, composer
 1812. *F. v. Flotow, composer
 April 28
 1853. †L. Tieck, writer
 1896. †H. v. Treitschke, historian
 April 29
 1806. *E. v. Feuchtersleben, writer
 1878. *Peter Dörfler, writer
 1928. †H. Federer, writer
 April 30. Walpurgisnacht
 1777. *K. F. Gauss, mathematician
 1835. *Franz Defregger, painter
 1895. †G. Freytag, writer

MAY

- May 1
 1897. *Otto Bräus, novelist
 May 2
 1772. *"Novalis," poet
 1886. *Gf. Benn, author
 May 3
 1932. †Anton Wildgans, writer
 May 4
 1521. Luther goes to the Wartburg
 1776. *G. F. Herbart, philosopher
 May 5
 1818. *Karl Marx, socialist
 1869. *Hans Pfitzner, composer
 1906. †E. v. Hartmann, philosopher
 May 6
 1823. *W. H. v. Riehl, scholar
 1836. *Max v. Eyth, engineer
 1859. †A. v. Humboldt, naturalist
 1871. *Cn. Morgenstern, poet
 1897. *Paul Alverdes, author
 1904. †F. v. Lenbach, painter

May 7

973. †Otto I, der Grosse
 1523. †Fz. v. Sickingen, knight
 1833. *Joh. Brahms, composer
 1840. †Kp. D. Friedrich, artist
 1851. *Ad. v. Harnack, church historian
 1855. *Oskar v. Miller, engineer

May 8

1803. *Justus v. Liebig, chemist
 1936. †Osw. Spengler, sociologist

May 9

1688. †F. W. the Great Elector
 1760. †N. L. v. Zinzendorf, evangelist
 1805. †F. Schiller, poet
 1907. *Baldur v. Schirach

May 10

1521. †Sb. Brant, author
 1760. *J. P. Hebel, poet
 1816. *F. Gerstäcker, writer
 1885. *Fritz v. Unruh, dramatist
 1915. †Karl Lamprecht, historian

May 11

1686. †O. v. Guericke, physicist
 1848. *W. Windelband, philosopher
 1858. *K. Hauptmann, writer
 1916. †Max Reger, composer

May 12

1670. *August der Starke v. Sachsen
 1803. *Jt. Liebig, chemist
 1845. †A. W. v. Schlegel, philologist
 1864. *Cäsar Flaischlen, writer

May 13

1717. *Empress Maria Theresia
 1930. †Helene Lange, feminist
 1933. †Paul Ernst, poet

May 14

1686. *G. D. Fahrenheit, physicist
 1860. †L. Bechstein, writer
 1906. †Karl Schurz, statesman
 1928. †Ida Boy-Ed, writer

May 15

1773. *Fürst v. Metternich, statesman
 1816. *Alfred Rethel, painter
 1832. †K. F. Zelter, composer
 1855. *Lp. v. Kalckreuth, painter
 1862. *Art. Schnitzler, poet
 1879. †G. Semper, architect

May 16

1788. *F. Rückert, poet

May 17

1860. †Nataly v. Eschstruth, writer

May 18

1887. *Ernst Wiechert, novelist

May 19

1607. University of Giessen founded
 1762. *J. G. Fichte, philosopher
 1918. †Fd. Hodler, artist

May 20

1664. *An. Schlüter, architect
 1764. *G. Schadow, sculptor
 1896. †Kl. Schumann, pianist

May 21

1471. *A. Dürer, artist
 1817. *R. Hm. Lotze, philosopher

May 22

1813. *R. Wagner, composer
 1848. *F. v. Uhde, painter
 1891. *J. R. Becher, poet

May 23

1618. Thirty Years' War begins
 1884. *Jos. Nadler, scholar
 1886. †L. v. Ranke, historian

May 24

1543. †N. Kopernikus, astronomer
 1848. †Annette v. Droste-Hülshoff, poetess
 1872. †Jl. Schnorr v. Carolsfeld, painter

May 25

1277. Cornerstone of Strassburg Cathedral laid
 1798. †A. J. Carstens, painter
 1818. *J. Burckhardt, art historian

May 26

1700. *N. L. Zinzendorf, Moravian
 1846. *Ed. Grützner, artist
 1875. *Helene Voigt-Diederichs, poetess

May 27

1676. †Paul Gerhardt, poet
 1874. *R. v. Schaukal, writer
 1910. †R. Koch, bacteriologist

May 28

1840. *Hans Makart, painter

May 29

1456. Univ. of Greifswald founded
 1809. †Js. v. Müller, historian
 1842. *Fz. Millöcker, composer
 1880. *Osw. Spengler, philosopher

May 30

1527. Univ. of Marburg founded
 1925. †Art. Moeller v. d. Bruck, writer

May 31

1773. *L. Tieck, writer
 1809. †Jos. Haydn, composer
 1817. *G. Herwegh, writer
 1863. *G. Wegener, explorer

1872. †F. Gerstäcker, writer

JUNE

June 1

1765. *Christiane v. Goethe

1780. *K. v. Clausewitz, writer

1899. †Klaus Groth, poet

June 2

1850. *F. A. v. Kaulbach, painter

1863. *Fx v. Weingartner, conductor

June 3

1844. *D. v. Liliencron, poet

1864. *O. E. Hartleben, writer

1883. *Jos. Ponten, writer

1899. †Joh. Strauss, Jr., composer

June 4

1875. †E. Mörike, poet

June 5

1826. †K. M. v. Weber, composer

1880. †K. F. Lessing, artist

1887. †Hans v. Marées, artist

1906. †Ed. v. Hartmann, philosopher

June 6

1816. †Christiane v. Goethe

1869. *Siegfried Wagner, composer

1875. *Thomas Mann, novelist

June 7

1676. †Paul Gerhardt, hymn-writer

1843. †Fried. Hölderlin, poet

June 8

1727. †A. Hm. Francke, educator

1768. †J. J. Winckelmann, archaeologist

1794. †G. A. Bürger, poet

1810. *R. Schumann, composer

June 9

1843. *Bta. v. Suttner, writer

1877. *Rd. Borchardt, writer

June 10

1190. †Fried. Barbarossa

1869. *Pl. Schultze-Naumburg, art

1888. *Leo Weismantel, author

1914. University of Frankfurt founded

1930. †Ad. v. Harnack, theologian

June 11

1859. †Prince v. Metternich, statesman

1864. *R. Strauss, composer

June 13

1810. †J. G. Seume, writer

1934. †Th. Däubler, poet

June 14

1880. *Wl. v. Molo, writer

June 16

1901. †Hm. Grimm, scholar

June 17

1810. *Ferd. Freiligrath, poet

June 18

1839. *Mn. Greif, writer

1905. †Hm. Lingg, writer

June 19

1861. *K. Seffner, sculptor

1867. †Max. v. Mexico

1884. †J. G. Droysen, historian

1884. †L. Richter, artist

June 20

1789. *F. W. Carové, writer

1868. *Wl. Bloem, novelist

June 21

1732. *J. Cph. Bach, composer

1788. †J. G. Hamann, writer

1852. †F. Fröbel, educator

1862. *J. Schlaf, writer

1864. *H. Wölfflin, art historian

1914. †Bta. v. Suttner, writer

June 22

1767. *W. v. Humboldt, statesman

1813. †A. Graff, painter

1867. *Eg. Diederichs, publisher

1919. University of Cologne founded

June 23

1824. *K. Reinecke, composer

1891. †W. Weber, engineer

1916. †H. Hansjakob, author

June 24

Johannistest

June 25

1822. †E. T. A. Hoffmann, writer

1842. *H. Seidel, writer

1864. *Walther Nernst, physicist

1904. †Wm. Jordan, author

June 26

1829. †J. H. W. Tischbein, portraitist

1856. †Max Stirner, philosopher

1918. †P. Rosegger, writer

June 27

1789. †Fr. Silcher, composer

1814. †J. F. Reichardt, composer

1848. †H. Zschokke, writer

June 28

1815. *Rb. Franz, composer

1865. *O. Jl. Bierbaum, writer

June 29

1746. *J. H. Campe, writer

1798. *W. Alexis, novelist

1807. *Phil. Reclam, publisher

1831. †K. vom. Stein, statesman

June 30.

1522. †J. Reuchlin, humanist

1807. *F. Th. Vischer, writer

JULY

July 1

1646. *G. W. v. Leibniz, philosopher

1742. *G. C. Lichtenberg, satirist

1784. †Friedemann Bach

1881. †Hm. Lotze, philosopher

July 2

1714. *C. W. v. Gluck, composer

1724. †F. G. Klopstock, poet

1810. *Ed. v. Steinle, artist

1877. *Her. Hesse, writer

July 4

1715. *C. F. Gellert, poet

1888. †T. Storm, novelist

1920. †Max Klinger, artist

July 6

1808. *J. Gst. Droysen, historian

1854. †G. S. Ohm, physicist

1881. *Jos. Winckler, writer

1887. *W. Flex, writer

July 7

1855. *L. Ganghofer, writer

1860. *G. Mahler, composer

1872. *H. H. Ehrler, author

1930. †Jl. Hart, writer

July 8

1531. †T. Riemenschneider, sculptor

1838. *Ferd. Graf v. Zeppelin

1867. *Käthe Kollwitz, etcher

1890. *Hanns Johst, dramatist

July 9

1677. †J. Scheffler, writer

July 10

1916. Merchant submarine "Deutsch-
land" lands in Baltimore

July 12

1694. University of Halle founded

1868. *Stefan George, writer

1874. †Fritz Reuter, writer

1892. *Paula Grogger, novelist

July 13

1816. *G. Freytag, writer

1889. †Rb. Hamerling, writer

July 14

1887. †Af. Krupp, manufacturer

July 15

1291. †Rd. I., Graf v. Habsburg

1831. *R. Begas, sculptor

1862. *L. Fulda, writer

1874. *W. v. Scholz, writer

1929. †Hg. v. Hofmannsthal, writer

July 16

1664. †An. Gryphius, author

1846. *F. Paulsen, philosopher

1890. †G. Keller, writer

July 17

1787. *Fr. Krupp, manufacturer

1860. *Klara Viebig, novelist

1861. *L. v. Zumbusch, artist

1925. †Lovis Corinth, painter

July 18

1864. *Ricarda Huch, writer

July 19

1698. *J. J. Bodmer, critic

1810. †Queen Louise of Prussia

1819. *G. Keller, writer

1859. *K. L. Schleich, writer

1863. *Hm. Bahr, writer

July 20

1847. *Max Liebermann, painter

1880. *Hm. Graf. Keyserling, philosopher

1890. *Rich. Billinger, author

July 21

1858. *Louis Corinth, artist

1886. †K. v. Piloty, art

1893. *Hans Fallada, novelist

1900. *Guido Zernatto, poet

July 22

1909. †D. v. Liliencron, poet

July 23

1562. †Götz v. Berlichingen, knight

1777. *Ph. O. Runge, painter

1824. *Kuno Fischer, philosopher

July 24

1864. *Frank Wedekind, writer

1897. *K. Benno v. Mechow, author

1906. †Ferd. v. Saar, writer

1908. †W. Leistikow, painter

1920. †L. Ganghofer, writer

1933. †Max v. Schillings, composer

July 25

1655. †F. v. Logau, writer

1867. *Max Dauthendey, poet

July 26

1846. *Hm. Kaulbach, artist

July 28

1750. †J. S. Bach, composer

1804. *L. Feuerbach, philosopher

1842. †Cl. Brentano, writer

- July 29
 1605. *Simon Dach, poet
 1856. †R. Schumann, composer
 July 30
 1879. *Hans Franck, author
 1877. *F. A. Schmid-Noerr, author
 1898. †O. v. Bismarck, statesman
 July 31
 1800. *Fr. Wöhler, chemist
 1843. *Peter Rosegger, writer
 1886. †Franz Liszt, composer

AUGUST

- August 1
 1801. *K. P. Spitta, hymn-writer
 1884. †H. Laube, writer
 August 2
 1815. *A. F. v. Schack, art-collector
 1934. †Paul v. Hindenburg, general
 August 3
 1811. University of Breslau founded
 1854. *J. A. Ambrosius, writer
 August 4
 1883. *René Schickele, writer
 1930. †Siegfried Wagner, composer
 August 6
 1195. †Heinrich der Löwe
 1789. *Fr. List, pol. economist
 1806. End of Holy Roman Empire
 August 7
 1635. †Fr. Spee, poet
 1898. †G. Ebers, writer
 August 8
 1897. †Jk. Burckhardt, art historian
 August 9
 1890. †E. v. Bauernfeld, dramatist
 1919. †Ernst Haeckel, naturalist
 1929. †H. Zille, caricaturist
 August 10
 1806. †M. Haydn, organist, singer
 August 11
 843. Treaty of Verdun, division of Charlemagne's empire
 1464. †Nik. Cusanus, philosopher
 1778. *F. L. Jahn, "Turnvater"
 1919. Promulgation of the Weimar constitution
 August 13
 1802. *Nikolaus Lenau, poet
 1867. *Rd. G. Binding, writer
 August 14
 1841. †J. F. Herbart, philosopher
 1908. †Fr. Paulsen, educator
 1928. †Klabund, poet
 August 15
 1740. *Matthias Claudius, writer
 August 16
 1795. *H. Marschner, composer
 1810. Univ. of Berlin founded
 1832. *W. Wundt, psychologist
 1899. †R. W. Bunsen, chemist
 August 17
 1544. Univ. of Königsberg founded
 1676. †H. J. C. v. Grimmelshausen, novelist
 1786. †Fried. d. Grosse
 1830. *Rich. v. Volkmann-Leander, author
 1861. *L. v. Hofmann, painter
 1876. *Th. Däubler, writer
 August 19
 1837. *H. Hansjakob, writer
 August 20
 1854. †F. W. Js. v. Schelling, philosopher
 1915. †Paul Ehrlich, pathologist
 August 21
 1838. †A. v. Chamisso, poet
 August 22
 1850. †Nikolaus Lenau, poet
 August 23
 1523. †U. v. Hutten, humanist
 1865. †Fd. Waldmüller, painter
 August 24
 1837. *Adolf Wilbrand, writer
 1899. *Ruth Schaumann, poetess
 1919. †Fr. Naumann, writer
 August 25
 1744. *J. G. v. Herder, writer
 1900. †F. Nietzsche, philosopher
 1906. †Max v. Eyth, engineer
 August 26
 1802. *L. v. Schwanthaler, sculptor
 1813. †Theodor Körner, poet
 1860. †F. Silcher, composer
 1921. †L. Thoma, writer
 August 27
 1730. *J. G. Hamann, philosopher
 1770. *G. W. F. Hegel, philosopher
 1776. *B. G. Niebuhr, historian
 August 28
 1749. *W. v. Goethe, poet
 1802. *Karl Simrock, Germanist
 1812. *R. v. Alt, painter
 1845. †N. Becker, poet

August 29
1866. *Hermann Löns, writer

August 30
526. †Theoderic the Great
1928. †Fz. v. Stuck, artist

August 31
1821. *H. v. Helmholtz, scientist
1864. †F. Lasalle, socialist
1920. †W. Wundt, psychologist

SEPTEMBER

September 1
1776. †L. Hölty, poet
1854. *E. Humperdinck, composer

September 2
1851. *R. Voss, writer
1853. *W. Ostwald, chemist
1857. *K. Stauffer-Bern, artist

September 3
1849. †Er. v. Feuchtersleben, writer
1888. *Hs. F. Blunck, writer

September 4
1824. *A. Bruckner, composer
1918. †Max Dauthendey, poet

September 5
1733. *C. M. Wieland, writer
1774. *Ksp. D. Friedrich, art
1791. *Giacomo Meyerbeer, composer
1836. †Fd. Raimund, dramatist
1902. †Rd. Virchow, pathologist

September 6
1729. *Moses Mendelssohn, philosopher

September 7
1767. *A. W. v. Schlegel, writer
1804. *E. Mörike, poet
1831. *W. Raabe, writer
1894. †H. v. Helmholtz, physicist

September 8
1778. *C. Brentano, writer
1871. *K. F. Ginzkey, author

September 9
9. Battle in Teutoburg Forest
1855. H. S. Chamberlain, writer

September 10
1898. *Mf. Hausmann, writer
1930. †Eg. Diederichs, publisher

September 11
1786. *F. Kuhlau, composer
1816. *K. Zeiss, optician

September 12
1819. †L. v. Blücher, general
1829. *Anselm Feuerbach, painter

1836. †Chr. Dietrich Grabbe, writer
1876. †"Anastasius Grün," poet
1889. *H. Lersch, poet

September 13
1819. *Klara Schumann
1830. *Marie v. Ebner-Eschenbach, writer
1872. †L. Feuerbach, philosopher

September 14
1737. *M. Haydn, composer
1769. *A. v. Humboldt, naturalist
1817. *T. Storm, writer
1887. †Fr. Th. Vischer, philosopher

September 15
1834. *H. v. Treitschke, historian
1869. *Fritz Overbeck, painter
1885. *Ina Seidel, poetess
1926. †Rd. Eucken, philosopher

September 16
1736. †D. Fahrenheit, physicist

September 17
1714. *Gottlieb W. Rabener, writer
1886. *Otto Gmelin, author

September 18
1786. *Justinus Kerner, writer
1806. *H. Laube, writer

September 19
1886. †E. v. Steinle, artist

September 20
1863. †Jakob Grimm, philologist
1873. *Lulu v. Strauss u. Torney, poetess
1891. *Kurt Heynicke, writer
1898. †Theodor Fontane, novelist
1910. †Jos. Kainz, actor
1932. †Max Slevogt, painter

September 21
1588. †Charles V
1792. *J. P. Eckermann, friend of Goethe
1860. †Arthur Schopenhauer, philosopher
1905. †R. Baumbach, writer
1921. †Eugen Dühring, philosopher
1923. †Fd. Avenarius, writer

September 22
1826. †J. P. Hebel, writer

September 23
1783. *P. v. Cornelius, painter
1791. *Theodor Körner, poet
1885. †K. Spitzweg, painter

September 24
1541. †Paracelsus, physician
1583. *Abr. v. Wallenstein, general
1849. †Joh. Strauss, waltz-king

September 25

1862. *Max Dreyer, writer

1882. †Fr. Wöhler, chemist

September 26

1873. †Rod. Benedix, dramatist

September 27

1914. †Hermann Löns, writer

1921. †E. Humperdinck, composer

September 28

1803. *L. Richter, painter

1840. *Rd. Baumbach, writer

1883. *Nat. Niederwald Monument

September 29

1815. *Andreas Achenbach, painter

1913. †Rd. Diesel, engineer

September 30

1827. †Wm. Müller, poet

1857. *Hm. Sudermann, writer

OCTOBER

October 1

1386. University of Heidelberg founded

1826. *K. v. Piloty, artist

1886. *Oskar v. Kokoschka, art, literature

1911. †Wm. Dilthey, philosopher

October 2

1839. *Hans Thoma, art

1847. *Paul v. Hindenburg, general

October 3

1884. †Hans Makart, painter

1911. †W. Dilthey, philosopher

October 4

1472. *L. Cranach, Sr., painter

1515. *L. Cranach the Younger, painter

1797. *J. Gotthelf, writer

1865. *F. Lienhard, writer

1865. *Max Halbe, writer

October 5

1665. Univ. of Kiel founded

1609. *Pl. Fleming, writer

1857. *Fedor v. Zobeltitz, writer

October 6

1847. *Ad. v. Hildebrand, sculptor

1866. *H. Federer, author

October 7

1794. *Wm. Müller, writer

1862. *Otto Ernst (Schmidt), writer

1871. *Georg Hermann, writer

October 8

1585. *Heinr. Schütz, composer

1809. *N. Becker, poet

1868. *Max Slevogt, painter

October 9

1477. University of Tübingen founded

1841. †F. Schinkel, architect

1906. Zeppelin's airship makes first trip

October 10

1791. †Chr. F. D. Schubart, writer

October 11

1531. †U. Zwingli, reformer

1616. *And. Gryphius, writer

1825. *K. F. Meyer, novelist

1882. *Will Vesper, writer

1896. †A. Bruckner, composer

October 12

1855. *Arthur Nikisch, conductor

1924. First Zeppelin trip to America begun

October 13

1821. *Rd. Virchow, physician

October 15

1748. *Cn. v. Stolberg, poet

1758. *J. H. v. Dannecker, sculptor

1804. *W. v. Kaulbach, artist

1810. University of Berlin founded

1844. *F. Nietzsche, philosopher

1852. †F. L. Jahn, gymnast

1917. †Wl. Flex, poet

October 16

1456. University of Greifswald founded

1553. †L. Cranach, Sr., painter

1726. *Daniel Chodowiecki, artist

1827. *Arnold Böcklin, painter

1920. †Cäsar Flaischlen, poet

October 17

1813. *G. Büchner, dramatist

1815. *E. Geibel, poet

October 18

1663. *Prince Eugene of Savoy

1777. *H. v. Kleist, literature

1883. *Hans Brandenburg, writer

1913. Battle monument at Leipzig

1914. University of Frankfurt founded

1921. †A. Gaul, sculptor

October 19

1693. University of Halle founded

1813. Napoleon's flight from Leipzig

1863. *Gustav Frenssen, novelist

October 21

1885. *Egon Wellesz, composer

1931. †Art. Schnitzler, author

October 22

1811. *Franz Liszt, composer

1818. †J. H. Campe, writer

1854. †J. Gotthelf, novelist
 1869. *A. Gaul, sculptor
 1915. †Wm. Windelband, philosopher
- October 23
 1801. *Ab. Lortzing, composer
 1805. *Adalbert Stifter, writer
 1844. *W. Leibl, painter
 1892. †Emin Pascha, traveler
- October 24
 1648. End of Thirty Years' War
 1739. *Amalia, Duchess of Saxe-Weimar
 1796. *A. v. Platen, poet
 1804. *Wm. Weber, physicist
 1892. †Rb. Franz, composer
- October 25
 1806. *Max Stirner, philosopher
 1825. *J. Strauss, Jr., composer
 1865. *Wl. Leistikow, painter
 1866. *G. Schumann, composer
- October 26
 1757. *K. vom Stein, statesman
 1800. *Helmuth v. Moltke, general
 1874. †P. Cornelius, composer
 1929. †Arno Holz, writer
- October 28
 1787. †K. Musäus, author
- October 29
 1897. *Jos. Goebbels, minister of propaganda
- October 30
 1741. *Angelika Kauffmann, painter

NOVEMBER

- November 1 Allerheiligen
 1880. *Af. Wegener, explorer
 1903. †T. Mommsen, historian
- November 2 Allerseelen
 1827. *Paul de Lagarde, orientalist
 1890. *Fr. Griese, novelist
- November 3
 1801. *Karl Baedeker, publisher
 1871. *Hans H. Ewers, writer
- November 4
 1743. University of Erlangen founded
 1847. †F. Mendelssohn-Bartholdy, composer
 1885. *Fx. Braun, poet
 1891. *Klabund (Af. Henschke), writer
- November 5
 1494. *Hans Sachs, cobbler-poet
 1807. †Angelika Kauffmann, painter
 1858. *K. Hauptmann, author

- November 6
 1672. †Heinr. Schütz, composer
 1771. *Als. Senefelder, lithographer
- November 7
 1750. *F. Lp. zu Stolberg, writer
 1810. *Fritz Reuter, writer
 1924. †Hans Thoma, painter
- November 9
 1878. *Hilda Bergmann, poetess
 1896. †E. Frommel, writer
- November 10
 1483. *Mn. Luther, reformer
 1759. *F. v. Schiller, writer
 1821. †And. Romberg, composer
 1882. *Max Mell, poet
 1908. †G. Droysen, historian
- November 11
 1884. †Al. Brehm, zoologist
 1918. Armistice, end of World War
- November 12
 1449. Univ. of Rostock founded
- November 13
 1862. †L. Uhland, poet
- November 14
 1716. †G. W. v. Leibniz, philosopher
 1775. *Anselm v. Feuerbach, criminologist
 1825. †Jean Paul, writer
 1831. †G. W. F. Hegel, philosopher
 1848. †L. Schwanthaler, sculptor
 1852. *Af. Lichtwark, art critic
 1875. *J. Schaffner, writer
- November 15
 1280. †Albertus Magnus, scholastic
 1630. †Joh. Kepler, astronomer
 1730. *F. W. v. Steuben, general
 1741. *J. Kp. Lavater, writer
 1787. †C. W. v. Gluck, composer
 1862. *Ad. Bartels, critic
 1862. *G. Hauptmann, writer
 1910. †W. Raabe, writer
- November 16
 1831. †K. v. Clausewitz, general
 1869. *Hm. Oncken, historian
 1871. *Hg. Lederer, sculptor
 1897. †W. H. Rieh, writer
 1895. *Paul Hindemith, composer
- November 17
 1624. †Jk. Böhme, philosopher
 1893. *Max Barthel, author
- November 18
 1736. *Anton Graff, portraitist
 1827. †W. Hauff, novelist

1863. *R. Dehmel, poet
 November 19
 1231. †St. Eliz. of Thuringia
 1828. †F. Schubert, composer
 1833. *Wm. Dilthey, philosopher
 November 20
 1602. *O. v. Guericke, physicist
 1784. *Marianne v. Willemer, friend of Goethe
 1802. *W. v. Kügelgen, artist
 November 21
 1768. *F. Schleiermacher, philosopher
 1811. †H. v. Kleist, writer
 1928. †Hm. Sudermann, author
 November 22
 1710. *Friedemann Bach
 1780. *K. Kreutzer, composer
 1859. *Helene Böhlau, writer
 1902. †F. A. Krupp, manufacturer
 November 23
 912. *Otto I., der Grosse
 1830. *Kp. v. Zumbusch, sculptor
 1845. *Karl Begas, sculptor
 November 24
 1801. *L. Bechstein, writer
 1915. †Gabriel v. Max, painter
 November 25
 1752. *J. F. Reichardt, composer
 1878. *G. Kaiser, dramatist
 1901. †Js. v. Rheinberger, composer
 November 26
 1844. *Karl Benz, inventor
 1857. †Jos. v. Eichendorff, writer
 1894. †St. v. Kalckreuth, artist
 November 28
 1794. †F. W. v. Steuben, general
 1889. †R. v. Volkmann-Leander, author
 1898. †K. F. Meyer, writer
 November 29
 1780. †Empress Maria Theresia
 1802. *Wilhelm Hauff, novelist
 1803. *Gf. Semper, architect
 1839. *L. Anzengruber, writer
 1844. *Timm Kröger, novelist
 November 30
 1796. *K. Löwe, composer
 1817. *T. Mommsen, historian
 1846. †Fr. List, pol. economist

DECEMBER

December 1

1859. †A. Rethel, painter

1928. †Lp. v. Kalckreuth, artist
 December 2
 1810. †Ph. O. Runge, artist
 December 3
 1854. †J. P. Eckermann, writer
 1857. †C. Rauch, sculptor
 1876. †Hm. Götz, composer
 1888. †K. Zeiss, optician
 December 4
 1409. University of Leipzig founded
 1875. *R. M. Rilke, writer
 1900. †W. Leibl, painter
 1933. †St. George, poet
 December 5
 1791. †W. A. Mozart, composer
 1819. †Lp. v. Stolberg, poet
 1835. †A. v. Platen, poet
 December 6
 1860. †Marianne v. Willemer, writer
 1869. *Rd. Herzog, novelist
 1885. *Abr. Schaeffer, writer
 1892. †W. v. Siemens, engineer
 December 7
 1865. *P. O. Höcker, writer
 December 8
 1815. †A. v. Menzel, painter
 December 9
 1717. *Joh. Winckelmann, archaeologist
 1909. †Hm. Kaulbach, painter
 1931. †G. v. Ompteda, author
 December 10
 1845. *W. v. Bode, art critic
 1872. *L. Klages, philos., psych.
 1889. †L. Anzengruber, writer
 December 11
 1758. *K. F. Zelter, composer
 1783. *Max v. Schenkendorf, writer
 1801. *Chr. D. Grabbe, writer
 1835. *Ad. Stöcker, theologian
 1843. *R. Koch, bacteriologist
 December 12
 1766. †J. C. Gottsched, writer
 1924. †Hans Thoma, artist
 December 13
 1250. †Fr. II., emperor
 1769. †C. F. Gellert, writer
 1797. *H. Heine, author
 1816. *W. v. Siemens, engineer
 1836. *F. v. Lenbach, painter
 1863. †F. Hebbel, dramatist
 December 14
 1716. †G. W. Leibniz, philosopher

1720. *Jt. Möser, writer
 1788. †K. Ph. Em Bach, composer
 1849. †K. Kreutzer, composer
 1861. †H. Marschner, composer
 December 15
 1842. *K. Stieler, writer
 1878. *Hans Carossa, writer
 December 16
 1742. *G. L. Blücher, general
 1770. *L. van Beethoven, composer
 1859. †W. Grimm, philologist
 1871. †W. Alexis, writer
 1878. †K. Gutzkow, writer
 December 17
 1493. *Paracelsus, physician
 1840. *Hm. Götz, composer
 December 18
 1786. *K. M. v. Weber, composer
 1803. †J. G. v. Herder, writer
 December 19
 1883. †Wm. Siemens, physicist
 December 20
 1552. †Kta. v. Bora, wife of Luther
 1795. *L. v. Ranke, historian
 1856. *Fd. Avenarius, writer
 December 21
 1748. *L. Hölty, writer
 1853. *Isolde Kurz, writer
 December 22
 1848. *U. v. Wilamowitz-Moellendorf, philologist
 1891. †Pl. de Lagarde, orientalist
 December 24 Der Heilige Abend
 1624. *Angelus Silesius, poet
 1824. *P. Cornelius, poet
 1837. *Hs. v. Marées, artist
 December 25 Weihnachten
 800. Coronation of Charlemagne
 1742. *Cte. v. Stein, friend of Goethe
 1820. *St. v. Kalckreuth, painter
 1837. *Cosima Wagner
 December 26
 1194. *Fr. II., emperor
 1769. *E. M. Arndt, writer
 1853. *Wm. Dörpfeld, archaeologist
 December 27
 1571. *Joh. Kepler, astronomer
 1890. †H. Schliemann, archaeologist
 December 28
 1924. †Karl Spitteler, poet
 1832. †J. F. v. Cotta, publisher
 December 29
 1843. *Elizabeth ("Carmen Sylva")
 Queen of Rumania
 1924. †Karl Spitteler, writer
 1926. †R. M. Rilke, poet
 December 30
 1819. *T. Fontane, writer
 1878. *E. G. Kolbenheyer, author
 December 31 Silvester
 1747. *G. A. Bürger, poet
 1899. †Fz. Millöcker, composer

Our Modern Foreign Language Trinity: Language, Literature, Civilization¹

F. COURTNEY TARR

Princeton University, Princeton, New Jersey

(*Author's summary.*—The importance of modern foreign language study for any well-balanced curriculum: it provides not only practical training but a critical sense and humanistic perspectives especially needed at the present time. The triune approach: language, literature, and civilization: examples and suggestions for integrating these at all stages of study. Multiplicity of contacts and objectives, far from being a weakness of our subject, is its greatest value as an educational agent. Its richness and uniqueness in this respect.)

IT is an unpleasant but undeniable fact that at the present moment the traditional position of the modern foreign languages in our schools and colleges is being seriously threatened. Every indication points to the fact that the trend to the pure and applied sciences and the more recent turn to the so-called social sciences will not only continue but even increase.

Let us not deceive ourselves by assuming that present conditions and trends are but temporary results of the depression. The situation which now confronts the study of modern foreign languages duplicates in many respects the previous experience of the classics. The depression has merely accelerated and accentuated a slow development which in a philosophical sense has its roots as far back as the eighteenth century, when man began to concentrate his intellectual powers on his immediate environment, to make material and social progress synonymous with individual salvation. The increasing emphasis on the actual and the factual is undoubtedly inevitable in an industrial and democratic order, in which universal popular education is a necessary adjunct of universal suffrage, in which at first the public school, then the high school, now finally the college and the university, have become more and more socialized, have taken over more and more of the functions of the nursery, the home, and the shop. It would be idle to deplore this inevitable trend of social evolution. We must accept it whether we like it or not—and I for one have no quarrel with it. I cannot conceive of quarreling with the wind or the tides. But we can and should quarrel with any calm and erroneous assumption that as a result of this evolution those disciplines ("discipline" is, I realize, an unfashionable word at present, but it is beginning to reacquire more and more importance) such as modern languages, history, classics, art, and philosophy—in a word, the humanities—have an insignificant rôle to play in the present scheme of things educational. It should be our position that precisely because of the increasing and inevitable emphasis on the actual and the factual, on the

¹ This paper represents, with minor modifications, an address delivered before the New England Modern Language Association at the annual meeting held on May 12, 1934, and repeated, with some changes, before the Association of Modern Language Teachers of the Middle States and Maryland at the annual meeting held on November 28, 1936.

here and the how, that education should not forget the why and the where, should not neglect those studies which emphasize the traditional and the critical points of view, which seek to evaluate the present in terms of the accumulated wisdom of other peoples and other times. This is the chief function of the humanities: to make available the accumulated treasures of thought, art, and experiences of other peoples and other times, so that our own present may be evaluated and understood in the light of the continuous stream of human cultural tradition.

In no country is the need for the fostering of this critical point of view greater than in America. For in many respects the cardinal defect—as well as the cardinal virtue—of the American is his lack of tradition, his impatience of the past, his impatience for the future. This is, of course, only too natural in a pioneer people. The American is instinctively disdainful of the accumulated wisdom of other peoples and other generations. He is congenitally convinced of his own uniqueness, and of the uniqueness of the moment in which he lives, whether it be a “new economic era,” a “depression,” or a “new deal.” Although each succeeds the other with bewildering rapidity, our national lack of perspective tends to view each immediate phase as either completely felicitous or utterly calamitous, without precedent in history or limit in time. Hence our audacious experiments, noble in purpose, but all too often hasty and superficial in conception and execution. Our impatience for immediate and tangible results often leads to “wishful” thinking, to an uncritical acceptance of old fallacies in new clothes simply because the aspiration back of them is noble and just. It is, in large measure, the fault of American education that it has not yet sufficiently counteracted these tendencies, that it has not grasped the fact that it should contribute not only the realization of the future but that it should make that realization surer and less painful by proper attention to the lessons of the past, that it should not only act as a stimulus to progress but also supply the checks and guiding principles which the continuity of cultural tradition furnishes in other lands. We too often lose sight of the forest for the trees, we concentrate on the actual and the factual without developing at the same time the capacity to evaluate them, a critical sense capable of penetrating beneath bewildering surface phenomena to underlying and enduring realities of human experience.

I sometimes think that we teachers of modern foreign languages have been unmindful of our opportunities and duties with respect to awakening this critical sense, to providing humanistic perspectives. At one extreme we have—in common with the other humanistic studies—followed too closely the false analogy to the natural sciences, laying too much exclusive emphasis on detail (historical, linguistic, literary) for detail's sake, on the fact as a justification in itself. By this is meant no disparagement of scholarship or of research. Far from it. They are as indispensable in the humanities as elsewhere. But they are not and should not be the sole consideration for

the teacher, and especially for the teacher of the humanities, which predicate a sense of relative values, of proportion, of perspective.

At the other extreme some of us have perhaps insisted too much on the so-called practical or immediate value of modern foreign language teaching. This criterion, although superficially appealing, is fundamentally both inadequate and shortsighted. By allowing ourselves to be regarded—as our colleagues in other fields, our deans, presidents, alumni, and students, not to mention the general public, are, despite our protestations, only too prone to regard us—primarily as *Sprachmeister*, we adopt a position fatal to our cause. For it is all too easy to demonstrate statistically what little practical use the American student finds in after life for a reading or speaking knowledge of a foreign language, and how difficult and how costly it is to impart in American surroundings any adequate knowledge of a foreign tongue.

Let us insist, therefore, that we are teachers, not only of French, of German, of Italian, or of Spanish, but teachers of France, of Germany, of Italy, and of the Hispanic nations; not only of French, of German, of Italian, and of Spanish literatures, but also of Western European literature and culture, clothed in the language and expressing the life and spirit of different peoples with a common heritage. Too often we fall into the convenient error of dividing ourselves into teachers of language and teachers of literature, losing sight, both as teachers and scholars, of the indissoluble bond between the two. Too often we fail to keep in mind that we are teaching both language and literature in order to mirror a people, an epoch, or a civilization which has meaning for our own country and times. It is this triple and indivisible aspect of our work, the trinity of language, literature, and civilization, which gives to our subject its unique place and incontestable value in any educational program that really wishes to educate.

Many may object that this triune approach of language, literature, and civilization means a confusing multiplicity of aims and aspects, and that effective teaching requires a certain limitation of objectives. To this there are two answers, one theoretical, the other practical. (Or, if you prefer, the one "idealistic," the other "positivistic".) Far from being a weakness, the very multiplicity of the contacts of modern foreign language studies with other subjects of the humanities and even of the social sciences, makes ours an ideal field for those "integrational" and "synthetic" approaches, the need for which is so strongly felt today. But this, of course, can only be done effectively at the proper time and place. And in this sense I would agree with those who counsel effectiveness by limitation, provided the limitation be relative, not absolute, that is, provided the limitation be by emphasis, not by exclusion. It is only too obvious that in the earlier stages the language approach should be stressed, but literary and cultural values should not be wholly neglected. Nor should the lan-

guage aspect be forgotten—as is too often the case—when the time comes to stress literature and civilization. For, without a precise knowledge of the meaning and implications of the foreign language, no exact interpretation of the content of any work is possible. And as for its form, without a knowledge of syntax, no true appreciation of style—and of literature as an art—is possible.

You may well ask how this triune approach is to be kept in mind, especially in elementary classes, where drill in the acquisition and use of vocabulary and syntax is naturally the primary objective. And I should answer that here, as well as in the more advanced stages, it is to be done by the judicious—note the adjective—use of parenthetical comment, of momentary digressions on the part of the teacher. All of us know from our own experience as students and teachers that it is often just such remarks and digressions that remain with the student, that open new vistas of comprehension to him, that, in a word, stimulate him to thought. All of us remember vividly and gratefully those teachers of ours who so stimulated and enriched our minds in the past. But this, of course, must not be done to excess, for then the remedy will be worse than the disease. Nor does it imply any scorn of sound pedagogical method. There is much of value in the new “techniques” of teaching—all too unfamiliar, I am afraid, to some of us—but technique is only an aid, never a substitute for the enthusiasm of an intelligent and well-prepared teacher. For in teaching, as in evangelism—both have their *discipulos*—the contagion of personality is all-important. Teaching may now be in some respects a science, but it is certainly still an art.

Now, after all these ample—and, I fear, all too empty—generalities, let me try to give some concrete illustrations. First, from the language angle or approach. Here, even in the elementary courses, opportunities arise for suggesting some of the interrelationships of language, literature, and civilization. In the matter of vocabulary, for instance—here I shall confine myself, for the moment, to my own field of Spanish—when the student comes upon the word *criado* (*servant*) or *caballero* (*gentleman*), it might be mentioned, in passing, that these words, in their basal meanings, and in contrast to their English (and French) equivalents, indicate the persistence of the patriarchal and the medieval in Spanish life, thought, and culture. And as the student continues his study and broadens his contacts, he will meet more and more illustrations—in history, in literature, and in actual travel—of his fundamental aspect of Spanish reality. Similarly, when the class learns that *silk stockings* are *bas de soie* or *medias de seda*, it might be interesting to point out that the Romance languages do not have the simplicity or the freedom of the English (or the German) in forming compound nouns and adjectives, and that this fact may have some bearing on the superiority of English as a commercial language—compare the English

cottonseed-oil press with its Romance equivalents—and the readiness with which abstract philosophical concepts may be expressed in German.

Of course, one must avoid tempting generalizations unsupported by facts or authoritative opinion. (Here the teacher's research training should come to his aid.) For instance, although the Spanish vowels may be taught as having substantially the same quality and quantity in unstressed syllables as in (normal) stressed ones—*i.e.*, Spanish does not show the tendency toward neutral vowels manifest in other Romance tongues (French, Portuguese) or in English—and although the Spanish vowels (and consonants, too) do not have the "glide sounds" so characteristic of the English, these facts are not necessarily indications of the "forthrightness" and "clear-cutness" of the Spanish temperament as compared with the French or the English.

This question of national temperament and modes of thought comes up naturally in connection with the teaching of syntax and "idioms." Again let me illustrate, and all too briefly, from the Spanish. Very early in his course, the student becomes unpleasantly acquainted with the necessity of differentiating between the two verbs meaning *to be* (*ser* and *estar*). Perhaps he may be persuaded that this distinction is really vital, and not just an inconsiderate device to annoy foreigners, if he is told that this is but one of the numerous manifestations² in the language of the national tendency toward the concrete, the graphic, the plastic, a tendency which he will meet throughout the entire range of Spanish language, literature, and art. On the other hand—the eternal Spanish paradox—the tendency of the Spanish mind toward logical (*i.e.*, verbal) patterns of expression is seen in the complete parallelism of construction between the noun, the infinitive, and the noun clause,³ and in the verbal interplay—unexpected parallelisms and antitheses of words and concepts—which makes up so large a part of the traditionally Spanish "*ingenio*."⁴ (But more of this later in connection with literature.) And even in the case of the French—for which I have no authority to speak—it might prove profitable to cite the common idiom *j'ai raison*, in which *raison*—one of the outstanding qualities of the French spirit and its literary manifestations—may be contrasted

² Other cases in point: the profusion, in Spanish, of homely proverbs and strikingly concrete idioms and phrases (especially of comparison), the widespread use of the concrete plural of abstract nouns, the avoidance of the passive in favor of the active voice, the many graphic auxiliaries (substitutes for *estar*) and other verbs (*tener*, *hacer*, *dar*, etc.) used where the English employs *to be*, and the concrete Spanish equivalents of the English *become*. (See Tarr and Centeno, *A Graded Spanish Review Grammar*, New York, 1933, *passim*.)

³ See the writer's article, *Modern Language Journal*, vol. IX, no. 2 (November, 1924), pp. 73-81.

⁴ And even in the so-called *castizo* style. Compare the following extreme case, in which three "idioms" involving *pelo* (*hair*) are combined in one sentence: "¿Tonto? ¡Ca! Ni pelo tiene de ello, aunque se lo deja tomar con frecuencia por la gente de poco." Conde de las Navas, *El Procurador Yerbabuena*, p. 17 (Appleton-Century edition).

with the English *right*, with its ethical implications, and the Spanish *tengo razón* or *digo (hago) bien*, depending on whether your being right is in principle or in conduct, *i.e.*, in what you have said or done.

Let the above suffice as examples of how language patterns reflect national temperament and culture.⁵ Another valuable aspect of modern foreign language instruction is the opportunity it affords for opening the student's eyes to the use of language as a tool, to possibilities of using it consciously and critically, instead of being unconsciously influenced in thinking by the special forms and patterns of one's own idiom. In teaching vocabulary, for instance, special attention could—and should, for they constitute a real “practical” problem—be given to “deceptive cognates,” showing that what is in origin the same word has come to acquire different, sometimes quite different, meanings in different languages, and that frequently the “logical” meaning is not that of the English, but of the foreign word. The same is true in teaching “idioms,” where in many cases the “idiomatic” turn lies in the English expression rather than in the foreign phrase. Even in syntax it is possible to show that the English construction is the “natural” one only in the etymological sense of that word, and that it is equally logical to say *je suis ici depuis lundi* (*estoy aquí desde el lunes, ich bin hier seit Montag*), stressing the duration down to the present, as to say *I have been here since Monday*, stressing the duration from a given time in the past. Similarly, occasion may be found to observe that it is equally logical—if not “natural,” from the student's standpoint⁶—for the inflected languages to decline nouns or conjugate verbs by inseparable suffixes as it is for the English to decline and conjugate by separable prefixes (prepositions, pronouns, auxiliary verbs), and that in this respect the German (especially in its declensions) and the Spanish (Italian, Portuguese, in their conjugations) occupy an intermediate position (in the evolution of the Indo-European languages) between the Greek and the Latin,⁷ on the one hand, and the English, on the other. In teaching how the French *passé indéfini* has replaced the *passé défini*, casual mention might be made of the fact that this phenomenon is but a repetition, after thousands of years (and in what is, in reality, the same language) of what occurred in Latin

⁵ I am tempted to suggest, in passing, the interesting implications involved in the Romance lack of a genuine indefinite article comparable to the English *a, an*, the innate English disregard of logic as reflected throughout the language (*e.g.*, in the omission of the article to indicate both the whole and the part: “men,” “bread,” etc.), and the Spanish avoidance of the passive voice in contrast to the seeming delight of the English in the passive construction with the unnamed agent (*I am informed*, etc.), with its diplomatic and non-committal flavor. In matters such as these, the relative range and frequency of equivalent constructions in the different languages is of primary importance. We need more studies like Professor Keniston's recent *Spanish Syntax List*, a pioneer work of great significance.

⁶ My own students have often been surprised to realize that it is equally logical and “natural” for the Arabic and the Hebrew to write from right to left as it is for us to write from left to right.

⁷ Not to mention the Sanscrit!

when the present perfect tense absorbed the function of the preterit (a form lost in classical Latin, except in the case of the so-called reduplicating perfects of the *dedi, cecedi* type). *Plus ça change, plus c'est la même chose*, is an aphorism peculiarly applicable to linguistic action and reaction—erosion in one place to produce deposits in another—to the unchanging forces that produce such varied results. In ways such as this the student may be introduced informally to some of the principles of language structure and development, and acquire a glimpse, at least, of a critical perspective that should encourage him to view his own idiom consciously and objectively. Possibly it might not be too much to hope that this point of view might help to counteract some of the loose thinking now in vogue, such as that which makes “science” (*scientia*) as a body of knowledge (e.g., the “social sciences”) synonymous with “scientific” as a rigidly controlled experimental method.

Just a word about reading. Even in the most elementary classes texts should be chosen that have a cultural and literary value and an authentic French, German, Italian, or Spanish flavor. No ageless (and pointless) anecdotes or “oft-told tales from Homer to Hitler.” And while we use the text primarily for purposes of translation, comprehension, or conversation, let us not forget occasionally to hint at cultural or literary values. Even in comment and conversation carried on in the foreign tongue it is possible and profitable to pay attention occasionally to the salient features of form, idea, and character that make the text in hand a work of literature (if such it be).

The language approach is also necessary in the study of literature, to acquire full and accurate comprehension—not the “comprehension” of the current pseudo-scientific jargon—and appreciation of the written page. Unless this be attained, reading a good translation with complete understanding is to be preferred to reading the original with semi-comprehension. The ideal method for training in literary analysis and appreciation would have to approximate, in my opinion, the procedure and results of the French *explication de texte*. I often think that in teaching literature we tend to neglect the material—words, their selection and arrangement, in short, the artistic aspect—to concentrate almost exclusively on the content. And, aside from stylistic considerations, the creative impulse itself often comes from the evocative power of a single word or phrase.⁸ In no literature is the importance of the verbal impulse greater than in the Spanish. I am convinced, for instance, that the magnificent, unique interplay and counterpoint of the *Don Quijote* results in a large measure from the possibilities offered by the word *caballero* in its double meaning of “knight” and “gentleman,” a subtlety totally lost in translation. In Cervantes’ masterpiece the characteristically Spanish *ingenio* is transfused into imaginative

⁸ See the writer’s “Mariano José de Larra (1809–37),” *Modern Language Journal*, vol. XXII, no. 1 (October, 1937), pp. 46–50.

creation of an unique order, but examples of lesser magnitude abound—Quevedo, Calderón, Larra, Unamuno, and Pérez de Ayala, to cite only a few outstanding names in over three centuries of literary production. In the case of Larra, in particular, an entire article or essay is often but the brilliant elaboration of unexpected parallels and paradoxes suggested by a single word or phrase.⁸ And in the theatre of Benavente (*e.g.*, in the skit *Sin querer* and the play *Los malhechores del bien*) I may venture to guess that the title suggested the play, that the play on words and ideas preceded in the author's mind the dramatic elaboration.

I certainly do not need to dwell here upon the relation between literature and civilization. Literature, as an index of culture—its relations, varying in time and intensity, to other art forms, to history, philosophy, psychology, the social and the biological sciences—has had over a century of patient and enthusiastic exposition. But there is a feature of unique educational value in the study of literature which I suspect may need to be emphasized. The physical sciences are not concerned with man at all; for the biological sciences he is primarily an organism, and for the social and historical sciences an abstraction, a social entity; but literature is concerned with him as an individual, as a person of flesh and blood, all the more real because he is created, or re-created, in his maker's image. Literature—especially modern literature—reflects from the standpoint of the highly differentiated individual, not only the forces of his physical and social environment and heritage, but also those emotional reactions and interrelations (within the individual and with his fellows) which do not yield to logic or reason and which cannot be measured in the laboratory. All subjects stress the rational approach, but literature in addition provides the only vicarious *éducation sentimentale* in the curriculum. And let no one think that at the present moment (or any other) this is not an important phase of education.

To return to our immediate theme for a final word. I have tried to show that the multiplicity of contacts and objectives, which may be regarded as a weakness of our subject, is in reality its greatest strength. I have indicated, very sketchily I am afraid, some of the ways in which our modern foreign language courses, even the most elementary, may be enriched and made of genuine intellectual caliber if we keep in mind our triple objective, our trinity of language, literature, and civilization. In this way we may be able to meet with intelligence and dignity, with force and reason, the challenge now levelled directly or implicitly from many quarters. We must ourselves realize and in our work demonstrate that a thorough and complete course in one or more of the modern foreign languages constitutes an educational program fully comparable in richness and variety to that contained in other subjects. We must ourselves be conscious and in our teaching never lose sight of the fact that the study of the language, the literature, and the civilization of other peoples forms a necessary comple-

ment to the study of the natural and social sciences. Man is not only a physical and a social animal; he is also and above all a human being, and the study of the humanities—in which the modern foreign languages have their unique position—cannot be neglected if there is to be maintained in our educational policy a proper balance and perspective between man and things, between society and the individual, between the nation and the world, between the past, the present, and the future.

Mastering German Idioms

EMORY E. COCHRAN

Bryant High School, New York City

(Author's summary.—Idioms are learned only by frequent use in varied form. The student, therefore, should not be content with a single sentence. Verbal idioms involving prepositions should be used in various tenses and moods, and with nouns of different gender. The use of exercises, such as those given under A-F, will vary in accordance with the needs of individual classes.)

IT is scarcely an exaggeration to say that a person knows a foreign language if he can use the idioms of that language correctly. A student is not going to experience difficulty where the English and German coincide in the method of expression. *Er ist faul* (he is lazy) is simple enough, provided the student is familiar with German sounds. As soon as German differs radically from English usage, however, idioms result and difficulties arise. *Er hat recht* (he is right) is not so simple to most pupils, because one language uses "have" and the other "to be" to express this idea. (Pupils familiar with French and Spanish will readily see that these languages have the same idioms as German in this instance—hence the German method of expression will not seem so "queer.") An idiom, however, is not mastered by learning a single sentence—a point on which both teachers and pupils are likely to err. The next time this particular idiom occurs, it will most likely not be in the form *Er hat recht* but in a varied form, of which the following are but a few of the possibilities: *Wer hatte recht?* (who was right?), *Er hat nie recht gehabt* (he was never right), *Frau Schmidt wird wohl recht haben* (Mrs. Smith is probably right), *Ich fragte meinen Freund, ob Herr Werner recht hätte* (I asked my friend whether Mr. Werner was right). A student with a little linguistic imagination will recognize the negative form: *Sie hatte unrecht* (she was wrong).

Teachers are often so familiar with the foreign language that they are not conscious of idioms as such. Such familiarity is a highly desirable goal towards which we want our students to strive. The likelihood of attaining this goal, however, is slight, unless teachers realize the difficulties that pupils have with idioms, and unless ample opportunity is given to use idiomatic expressions.

Let us consider the German equivalent of "to think of," as illustrated by the sentence: *Ich denke an ihn* (I am thinking, or I think, of him). The student must understand clearly that this idiom involves the use of the preposition *an* and, secondly, that it must be followed by the accusative, if a noun or pronoun follows. Moreover, he must be able to use the verb in various tenses and moods; otherwise he has not mastered the expression.

The following sentences are offered as a simple means of learning this idiom. These sentences may be used: (1) As a basis for conversation (to be supplemented by material arising from classroom situations, and from current topics of general interest). (2) For short rapid-fire oral review at the

beginning of a recitation period (excellent for sharpening wits, holding interest, and clinching grammatical points with a practical everyday vocabulary). (3) As a mimeographed completion exercise.

A. With pronouns:

- (of whom) *denken Sie?*
- (of what) *denken Sie?*
- Ich denke gar nicht* —— (of it).
- Er denkt* —— (of me).
- Ich denke oft* —— (of him).
- Wir denken* —— (of her).
- Denkt sie* —— (of us)?
- Wir denken* —— (of them).
- Denke nicht immer* —— (of yourself)!
- Karl, ich habe* —— (of your) *gedacht*.
- Kinder, wir haben oft* —— (of you) *gedacht*.
- Herr Schmidt, ich werde immer* —— (of you) *denken*.

B. With nouns of different gender:

- Ich denke* —— *d* —— *richtig* — *Antwort*.
- Wir dachten* —— *d* —— *klein* —— *Mädchen* (sing.).
- Denken Sie* —— *Ihr* —— *letz* —— *Fehler* (sing.)?
- Mein Nachbar denkt immer* —— *d* —— *Klingel*.
- Denken Sie* —— *d* —— *Ferien*?
- *mein* —— *deutsch* —— *Aufsatz* *habe ich gar nicht gedacht*.
- Ich werde* —— *mein* —— *lieb* —— *Mutter* *denken*.
- Fritz dachte oft* —— *sein* —— *lieb* —— *Vater*.
- Denken Sie* —— *Ihr* —— *gut* —— *Eltern*!
- Marie denkt gar nicht* —— *d* —— *Arbeit*.
- Denken Sie oft* —— *dies* —— *deutsch* —— *Sätze*!
- Ich denke gern* —— *mein* —— *Kindheit*.

C. With imperatives (and corresponding possessive forms):

- Luise,* —— (think) —— —— (your) *Vater*!
- Kinder,* —— (think) —— —— (your) *Eltern*!
- Herr Werner,* —— (think) —— —— (your) *Frau*!

D. With various tenses of the verb:

- Ich* —— (was thinking) *daran*.
- Wir* —— *nie daran* —— (had thought).
- Woran* —— (is he thinking)?
- Die Leute* —— *oft daran* —— (will think).
- *Sie schon daran* —— (have thought)?
- Woran* —— *er* —— (did think)?
- Karl* —— *gern daran* —— (will think).
- *Luise gern daran* (does think)?
- Woran* —— (was he thinking)?
- Er* —— *nie daran* —— (had thought).

E. With various kinds of word-order:

- Gestern* —— (I was thinking) *daran*.
- Karl antwortet richtig, aber Marie* —— (never thinks of the question).
- Ich* —— *schon lange* —— *d* —— *Frage* (have been thinking).
- Wir haben das nicht getan, weil* —— (we didn't think of it). (Use Perfect tense.)

F. With the *subjunctive* and *modal auxiliaries* (for ambitious classes):

Er sagte, er — *oft* — (would think of me).

Ich fragte ihn, ob er — (had thought of us).

Der Lehrer sagte Karl, er — (should think of it).

Wir — (could have thought of it).

Er — (would never have thought of that).

Fritz, — (you should have thought of that).

Wer — *jemals* — *so etwas* — (would have thought of)?

Marie, wenn du nur — *dein* — *Arbeit* — (thought of)!

Wenn Sie — *d* — *Frage* — (had thought of), *so hätten Sie die Antwort gewusst.*

These sentences by no means exhaust the possible uses of this idiom; e.g., under pronouns might be added numerous examples of the relative pronoun in different cases and with nouns of different gender. The anticipatory use of *daran* in such a sentence as: *Er denkt nie daran, die beiden Fahrpreise zu bezahlen* (He never thinks of paying both fares), might also be added. Similarly: *Daran ist nicht zu denken* (That is not to be thought of).

If students show weakness in a certain type of sentence, e.g., in word-order, additional examples should be formed and used frequently until the particular difficulty has been mastered.

The type-sentences given above may (with slight changes to suit the variation) be used for additional idioms, e.g., *warten auf* with the accusative, *sich kümmern um*, etc. After a number of idiomatic expressions have been learned, a conversational idiom-game is appropriate and entertaining: one pupil gives the first part of an idiom of his own choosing, e.g., *Ich warte*, and another pupil completes it quickly, e.g., *auf die Strassenbahn*. The tempo of oral work should become more brisk from day to day.

The teaching of such an important matter as idioms should not be postponed until the last few weeks of the term. Several idiomatic expressions should be mastered each week. If the above procedure is followed, the student will know considerable German by the end of the term, since in learning idioms he has also learned much about case, tense, word-order, nouns, pronouns, adjective endings, imperatives, possessives, and the subjunctive.

The "Extensive-Reading" Library

R. C. TROTTER
Detroit, Michigan

(*Author's summary.*—Some remarks on what, and how, students read, with a selection of one hundred titles for an extensive-reading library, based on the frequency of books reported read during the first and second years of college French.)

A FREQUENT objection to "extensive reading" as an integral part of the instructional program for the first and second years of modern foreign languages, even on the part of those thoroughly convinced of its utility, is the expense involved in assembling a suitable reading collection. Even what constitutes a "suitable" collection is problematical. The present article is an attempt to answer the question: "What books should be in an extensive-reading library?" It is based on the writer's experience with the reading approach over a period of several years. The statistical evidence was collected at Stephens College, Columbia, Missouri, during the academic year 1936-37.

The possible unique feature of the suggested book-list is that it consists of books that every student can read rather than books every student should read. Also, they are, for the most part, books which can be obtained at a low price from most of the large dealers in used books. Many of the titles are outmoded, having been replaced by newer editions, but for reading purposes they are quite satisfactory.

THE DATA

The French departmental library at Stephens College, built up over a period of three years, contains 386 volumes. These books were purchased second-hand from a local bookstore, at intervals, and very much at random, except for the last lot, acquired during 1936, which consisted of extra copies of books for which we had noticed that there was a demand. As often as possible texts without exercises or with exercises at the end of the book were chosen, in order to facilitate page-count.

An analysis of the collection shows that the 386 volumes are divided as follows: book-length stories 149, extra copies 31; short-story collections and readers 71, extra copies 23; plays 72, extra copies 16; background material 23, extra copies 1, making a total of 315 different titles, with 71 extra copies. Thirty volumes were imported, unedited texts; 72 were personal copies belonging to instructors.

The number of books available at any time was variable, but at all times adequate. About fifty books were acquired during the year. From fifteen to twenty volumes were on reserve for use by advanced classes, but were put back in circulation when these classes had finished with them. In the main, these books were "literature," often unedited texts, and would not have been read by first-year and second-year students in any case. Finally, students were permitted to read texts used in other classes, which

accounts for the number of times *D'Artagnan*, *Les Oberlé*, and *Pierrille* were read.

No attempt has been made to incorporate the foregoing variables in the statistics upon which this article is based. They are mentioned merely to give a complete picture of the situation. Other data used were library circulation records and reading-report summaries. The circulation records omit the seventy-two books belonging to instructors, although they circulated as regular library books.

Reading-report summaries were obtained from students as follows: French 2 (second semester) 89; French 3, 37; French 4, 104. These figures include all French 2 students for the second semester, one section of second-year French for both semesters, and two sections of the same course for the second semester. First-semester reports for 67 second-year students were missing at the time these data were collected. As in the case of circulation, the figures will be slightly inaccurate, but the error will consist of an understatement of fact.

First-year students did no outside reading in the first semester. The second-semester requirement was a minimum of twenty-five pages a week, totalling 375 pages for the semester. Their average was about 400 pages. Second-year students read a minimum of thirty-five pages a week the first semester, and fifty pages the second, making a total of 1250 for the year. The average for the second year was 1375 pages.

In all classes, reading was free and undirected, except that during the second semester French 4 students were asked to read book-length stories in order to release short stories for the first-year classes.

Books were shelved according to genre. Late in the year they were partly classified according to difficulty by pasting on the inside front cover clippings from the descriptive book catalogs. Students seemed to appreciate this aid in selecting their reading.

At the beginning of the year, mimeographed instructions regarding the use of the library and suggestions for reading were distributed to each student. They were advised to vary their reading, and to exchange books which they found dull or difficult for those which were easier and more entertaining. In short, the regular technique for extensive reading was followed.

WHAT STUDENTS READ

The first question which arises when extensive reading is discussed is: "How do you know that students actually read the book they report on? How do you know they haven't copied their reports, or read a translation?" The answer is: "We don't know. The students are told at the beginning the purpose of extensive reading, and from then on it is between them and their consciences whether or not they are honest about it. The number of students who are conscientious about their reading is great enough to justify the system."

Of course, written or oral quizzes could be given to test the reliability of the reports, but the "pleasure principle" of reading would thereby be defeated. Besides, no instructor has time to give individual examinations. One knows, for example, that a D student who reports on *The Quest of the Absolute* (sic), which is available in the unedited French text and in translation, has undoubtedly read the latter. When a quotation from *Cyrano* is rendered in flawless English as: "A kiss is a rose-red dot on the 'i' in loving," there is reason to be skeptical. A check on the circulation of translations from the French in the general library would probably show a considerable increase after extensive reading is begun. Copied reports are less easy to "spot." A little change here and there enables them to escape notice. Evidence that this practice is not uncommon may be found in the summaries when two students report on exactly the same books. Roommates may take turns each week in reading and writing up the report. There are dozens of ways of "beating the game," but the incentive is removed if it is made clear from the start that the instructor is not going to play detective with the students.

In spite of the foregoing remarks, books reported read will be referred to hereafter as "books read."

At the beginning of the extensive-reading period, students were asked to indicate on the margin of their reports why they had chosen a particular book for report. So many failed to do so that the project was abandoned. The following reasons, however, were offered: suggested by classmate; suggested by instructor; browsing; heard about it in another course; read it in English, wanted to read the original; wanted to read another book by the same author; wanted to read another book on the same subject. These comments came from the better students. As a matter of fact, most students' choice of books is accidental, or based on suggestions from classmates. They soon discover that their classmates' opinions on the subject of reading are more reliable than the teachers'. Surprisingly few students read two works by the same author, or two books on the same subject, unless it be background material.

Left to themselves, students eventually discover their own level of reading ability. Nearly every summary shows evidence of trial and error. An ambitious French 3 student makes her first report on thirty-five pages of *Madame Bovary*; her second report on *Contes de Fées*; by the third report she has found her reading level with *L'Abbé Constantin* or *Sans famille*.

First-year students, either because they are less bored with the subject or because they have not learned all the tricks, are more conscientious about outside reading than second-year students. In general, however, few second-year students read material which is too easy for them. Those who are chronically delinquent in handing in reports make up the missing pages at the end of the term by reading the easiest thing they can find. The prediction of second-year students for plays is probably due to the speed with

which a week's reading "for the gist of it" can be done. *Les Malheurs de Sophie* is popular because it is printed in large-primer type. Books with intercalated exercises are favorites because there is a chance that the instructor will not notice that the exercises have been counted in with the pages of text.

Most students prefer long stories to short stories, and five-act plays to one-act plays, because they are easier to report. On the other hand, books which can be covered in a maximum of three reports are read more often than longer ones. Short-story collections are seldom read in their entirety. Most unedited texts are "dead stock." However, the following books were read by a number of students: Bédier, *La Chanson de Roland*, and Pagnol, *Topaze*, five times each; Tinayre, *La vie amoureuse de Madame de Pompadour*, and Bertrand, *La vie amoureuse de Louis XIV*, six and three times respectively; Butts, *Gargantua et Flore et Blanchefleur*, three and four times respectively.

If the first three of these books are not included in the suggested list it is chiefly because they might be difficult to obtain. There may be some doubt as to the propriety of including "vies amoureuses" in such a collection, but the *Gargantua* is as Bowdlerized as any version prepared by an English vicar. The better students frequently want to read "real French books, not school texts." To such ambitious students the instructor can lend personal copies of suitable material, if such is not to be found in the general library.

Rather incidental to the matter in hand, but of possible interest to school librarians, is the relation of circulation to reading. The figures which follow show the inadequacy of library records in determining the popularity or real circulation of a given book. Records and reports for thirty-five first-year and thirty-five second-year students were studied from this point of view. It was found that the ratios were essentially the same in both groups. Figures for the second year are given below:

	Range	Average
Books borrowed	2-14	6.2
Books reported read	5-20	10.5
Books borrowed but not read	0-6	1.7
Books read but not borrowed	0-13	5.8

Even allowing for the seventy-two books not in the circulation records, which after all, amount to only 1.86 per cent of the total, and the availability of several titles outside the collection, it seems safe to state that the real circulation of a book is from two to three times greater than the recorded circulation. There is greater circulation of books between students than between the student body and the library. Of course, this is more likely to be the case when students live in dormitories rather than at home.

On the other hand, a check by title on this point shows that there is no rule governing circulation and reading:

Title	Number of Copies	Circulated	Reported Read
<i>Sans famille</i>	6	30 times	21 times
<i>Contes et légendes</i>	8	13 times	33 times
<i>Renard</i>	1	4 times	14 times
<i>Mon cher Tommy</i>	1	10 times	11 times

THE RELATION OF NUMBER OF COPIES TO CIRCULATION

As will be shown in the following paragraphs, there is slight correlation between the number of copies of books available and the number of times the book is read. Mere tabulation is misleading, and space prohibits a complete analysis by title, since the range is from eight copies read thirty-three times to forty-four titles not read at all. The following summary will prove the point.

Books of which four or more copies were available were read most frequently.

Author and Title	Number of Copies	Times Read
Guerber, <i>Contes et légendes</i>	8	33
Malot, <i>Sans famille</i>	6	21
François, <i>Easy French Reading</i>	5	15
Mérimée, <i>Colomba</i>	4	19
Erckmann-Chatrian, <i>Madame Thérèse</i>	4	7

Books of which one, two or, three copies were available circulated from zero to fifteen times. Arbitrarily choosing twelve times, we find these titles:

France, *Le livre de mon ami* (1 copy).
 Bernard, *L'anglais tel qu'on le parle* (1 copy).
 Halévy, *L'Abbé Constantin* (1 copy).
 Lichtenberger, *Mon petit Trott* (2 copies).
 Bazin, *Les Oberlé* (2 copies).
 Méras and Roth, *Petits contes de France* (3 copies).
 Rostand, *Cyrano de Bergerac* (3 copies).
 Rolland, *Jean-Christophe* (3 copies).

Of course, in many cases the entire book was not read through, and I have no doubt that *Cyrano* was read more frequently in translation than in French; but even after such allowances are made, it is obvious that the easy, and interesting, books are the ones which students read most frequently.

There remains the problem of books which are not read. One can understand why *Selections from Diderot* (not intended, to be sure, for extensive reading) should be passed up by students, but why Augier's *Fils de Giboyer*, when *Maître Guérin* was read six times? Why was Lichtenberger's *Mon petit Trott* read twelve times, and *Biche* but once? The only possible explanation is that some books are simply never discovered by students, while those which are reputed easy and interesting are in demand. The instructor might stimulate the turnover of little-read books by suggesting them when a student asks for help in choosing reading material.

SUGGESTIONS FOR AN EXTENSIVE-READING LIBRARY

The following chart contains specific data regarding one hundred books recommended for a French extensive-reading library. The figures in parentheses refer to the number of copies in the Stephens College collection, but are not necessarily to be taken as a purchasing guide. In general, books read five or more times by the first-year and second-year classes combined have been listed. Several corrections, however, have been made. Unedited texts, referred to above, have been omitted. When examination of summaries showed that a book was not completely read, a substitution has been made. In spite of the doubt surrounding titles for which translations are available, those books have been retained. Let the teacher beware! The usual bibliographical information has been omitted as unnecessary, save in a few cases. The listing is essentially the same as that followed in the used-book catalogues.

(Genre is indicated by symbols following the title: n=novel; ss=short stories or readers; p=play; bg=background material.)

Author and Title	Times Read		Total
	First Year	Second Year	
Guerber, <i>Contes et légendes</i> (8) (ss)	30	3	33
Claretie, <i>Pierrille</i> (2) (n)	10	17	27
Malot, <i>Sans famille</i> (6) (n)	9	12	21
Mérimée, <i>Colomba</i> (4) (n)	0	19	19
François, <i>Easy French Reading</i> (5) (ss)	13	2	15
Mairet, <i>La tâche du petit Pierre</i> (n)	9	6	15
Passarelli and Pézard, <i>Les drôles aventures de Renard</i> (n)	13	1	14
Gyp, <i>Petit Bleu</i> (2) (n)	4	10	14
Labiche et Martin, <i>Perrichon</i> (3) (p)	6	7	13
Bovée et Goddard, <i>D'Artagnan</i> (n)	13	0	13
Bazin, <i>Les Oberlé</i> (2) (n)	1	12	13
Hugo, <i>Les Misérables</i> (2) (n)	2	11	13
Saint-Pierre, <i>Paul et Virginie</i> (n)	1	12	13
Rostand, <i>Cyrano de Bergerac</i> (3) (p)	0	12	12
Bernard, <i>L'anglais tel qu'on le parle</i> (p)	9	3	12
Maupassant, <i>Contes</i> (2) (ss)	6	6	12
Méras and Roth, <i>Petits contes de France</i> (ss)	11	1	12
France, <i>Le livre de mon ami</i> (ss)	0	12	12
Halévy, <i>L'Abbé Constantin</i> (n)	5	7	12
Dumas, <i>Les trois mousquetaires</i> (n)	7	5	12
Cardon-Lichtenberger, <i>Mon petit Trott</i> (2) (n)	8	4	12
Rolland, <i>Un voyage de Jean-Christophe</i> (2) (n)	1	11	12
Labiche et Martin, <i>La poudre aux yeux</i> (p)	4	7	11
Fougeray, <i>Le français par la lecture</i> (2) (ss)	11	0	11
Balzac, <i>Eugénie Grandet</i> (3) (n)	0	11	11
Tarsot, <i>Fabliaux et contes</i> (2) (ss)	5	5	10

Author and Title	Times Read		Total
	First Year	Second Year	
Rebald, <i>Malficeli</i> (n)	5	5	10
Dumas, <i>La tulipe noire</i> (n)	2	8	10
Dumas, <i>Le comte de Monte Cristo</i> (n)	1	9	10
Prévost, <i>Mon cher Tommy</i> (n)	0	10	10
Beaumarchais, <i>Le barbier de Séville</i> (p)	0	9	9
Dumas, <i>La question d'argent</i> (3) (n)	0	9	9
Lavisse, <i>Histoire de France</i> (cours élém.) (bg)	6	3	9
Huisman, <i>Contes et légendes</i> (2) (ss)	6	3	9
Sardou, <i>La perle noire</i> (p)	4	4	8
Corneille, <i>Le Cid</i> (p)	1	7	8
Dumas, <i>Henri III et sa cour</i> (p)	0	8	8
Pargment, <i>Coutumes françaises</i> (bg)	0	8	8
Michaud et Marinoni, <i>France</i> (3) (bg)	6	2	8
Jasinski, <i>Contes de la vieille France</i> (2) (ss)	7	1	8
François, <i>Easy Standard French</i> (ss)	8	0	8
Ford and Hicks, <i>A New French Reader</i> (3) (ss)	7	1	8
Manley, <i>Eight French Stories</i> (ss)	3	5	8
Williams, <i>Aucassin et Nicolette</i> (2) (n)	4	4	8
Bruno, <i>Les enfants de Marcel</i> (n)	1	7	8
Lavedan, <i>Le duel</i> (2) (p)	2	5	7
Caillavet et de Flers, <i>Primerose</i> (p)	2	5	7
Brieux, <i>Blanchette</i> (2) (p)	2	5	7
Schoell, <i>La femme française</i> (bg)	0	7	7
Dubrule, <i>Héros et héroïnes de la France</i> (bg)	5	2	7
Pargment, <i>La France et les Français</i> (bg)	4	3	7
Cochran and Eddy, <i>Si nous lisions</i> (ss)	7	0	7
Parker, <i>Favorite French Stories</i> (ss)	3	4	7
Loti, <i>Pêcheur d'Islande</i> (n)	2	5	7
France, <i>Le crime de Sylvestre Bonnard</i> (n)	0	7	7
Erckmann-Chatrian, <i>Madame Thérèse</i> (4) (n)	2	5	7
Dumas, <i>L'Homme au masque de fer</i> (n)	1	6	7
Daudet, <i>Tartarin de Tarascon</i> (n)	0	7	7
Mitchell-Daudet, <i>Le Petit Chose</i> (n)	2	5	7
About, <i>Les jumeaux de l'hôtel Corneille</i> (n)	3	4	7
Labiche, <i>La grammaire et Fourchevif</i> (p)	3	3	6
Hugo, <i>Hernani</i> (2) (p)	1	5	6
Brieux, <i>Les Américains chez nous</i> (3) (p)	2	4	6
Augier, <i>Maitre Guérin</i> (p)	0	6	6
Montvert, <i>La belle France</i> (bg)	3	3	6
Roth, <i>Contes faciles</i> (2) (ss)	3	3	6
Hills and Dondo, <i>Contes dramatiques</i> (ss)	5	1	6
De Sauzé, <i>Contes gais</i> (ss)	4	2	6
Spink and Millis, <i>Les aventures de la famille Gautier</i> (n)	3	3	6
Desbeaux, <i>Les trois petits mousquetaires</i> (n)	3	3	6
Mairet, <i>L'enfant de la lune</i> (n)	6	0	6
Bazin, <i>Une tache d'encre</i> (n)	0	6	6

Author and Title	Times Read		Total
	First Year	Second Year	
Hugo, <i>Notre-Dame de Paris</i> (3) (n)	0	6	6
Malot, <i>Par terre et par mer</i> (n)	0	6	6
Verne, <i>Le tour du monde en 80 jours</i> (n)	2	4	6
Verne, <i>20,000 lieues sous les mers</i> (2) (n)	1	5	6
Musset, <i>Trois comédies</i> (p)	0	5	5
Hervieu, <i>La course du flambeau</i> (3) (p)	0	5	5
Dumas, <i>Antony</i> (p)	0	5	5
Dumas, <i>La dame aux camélias</i> (p)	0	5	5
Dondo, <i>Pathelin et autres pièces</i> (p)	1	4	5
Seronde and Peyre, <i>Three Classic French Plays</i>	1	4	5
Schoell, <i>La nouvelle France</i> (bg)	2	3	5
Bacon, <i>Une semaine à Paris</i> (bg)	0	5	5
Moffatt, <i>Lectures historiques</i> (bg)	3	2	5
Van Buren, <i>Contes du pays de Merlin</i> (ss)	5	0	5
Giduz et Holmes, <i>Sept contes de la vieille France</i> (ss)	5	0	5
Mérimée, <i>Carmen and Other Stories</i> (ss)	1	4	5
McGill and de Lautreppe, <i>Pas à pas</i> (ss)	1	4	5
Kuhne and Hooke, <i>Contes du Petit Parisien</i> (ss)	2	3	5
Balzac, <i>Contes</i> (ss)	0	5	5
Séguir, <i>Les malheurs de Sophie</i> (n)	4	1	5
Chateaubriand, <i>Les aventures du dernier Abencerrage</i> (n)	1	4	5
Bazin, <i>Le blé qui lève</i> (2) (n)	1	4	5
Sand, <i>La Mare au Diable</i> (2) (n)	0	5	5
Sand, <i>La petite Fadette</i> (n)	0	5	5
France, <i>Abeille et autres contes</i> (ss)	1	3	4
Sandeau, <i>Mademoiselle de la Seiglière</i> (p)	2	2	4
Meilhac, <i>L'été de la Saint-Martin</i> (p)	3	1	4
Mullins, <i>Six farces d'antan</i> (p)	2	1	3

Esperanto a Living Language

ALFRED E. JOHNS

Official Interpreter, Magistrates' Courts, New York City

NATURE OF THE PROBLEM

THE Board of Superintendents of the City of New York recently ruled¹ that Esperanto is a code and not a language. This statement came as a reply to a petition signed by several hundred students at the New Lots Evening High School and supported by several Esperanto organizations in New York City, requesting the introduction of Esperanto as a foreign language into our school system.

A by-law of the Board of Education makes the teaching of any foreign language mandatory upon the petition of seventy signatures by students of any one high school. Esperanto, however, being a code and not a language, according to the Board of Superintendents, is not subject to this ruling.

Several reasons were given why Esperanto cannot be introduced into the city school system, one of which reads as follows: "Esperanto is an artificial, arbitrary (though logical) code, not a language. Human beings do not express themselves, except for definite and restricted purposes, in a code, and no code, however logical and 'scientific,' can be an adequate conveyer of thought, rich in shades of meaning, as are the 'natural languages.'"²

No authoritative reference was given for this arbitrary and inadequate definition of a code and the classification of Esperanto as such.

The present discussion purports to show that the most authoritative sources and references in the fields of research, education, linguistics, and social sciences consider Esperanto a language and not a code.

Research procedure.—Since the problem of Esperanto has occupied during forty-nine years the attention of the foremost thinkers of our time, such as Tolstoy, Ostwald, Couturat, Schuchardt, Marr, Jespersen, Sapir, Meillet, to mention only a few, and since it has been used extensively in international life, it is no surprise that all our reference books, such as dictionaries and encyclopedias, as well as linguistic literature all over the world, mention Esperanto in one form or another. It will be therefore almost a physical impossibility to quote all the references to Esperanto.

The present writer, author of a Ph.D. thesis³ and many articles which deal with the problem of an international language, particularly with Esperanto,⁴ has never come across a statement that Esperanto is a code in

¹ Report by the Committee on Course of Study of the Board of Superintendents, January 23, 1936, on *The Inclusion of Esperanto in the High School Curriculum*.

² Johns, Elías J., *El problema de una lengua auxiliar internacional y su solución—el esperanto*, Universidad de la Habana, 1928.

³ Eli Johns, "Esperanto—A Means Towards Universal Peace," *All Nations Magazine*, New York City, February, 1933, p. 30.

all his researches, not even by the most caustic opponents of this language.

In order to establish this point of view an attempt will be made in this brief discussion to cite a few of the most outstanding authors and works in the above-mentioned fields of knowledge, as well as some of the most recent applications of Esperanto as an international auxiliary language.

Definition of a code.—According to Webster⁴ a code is “4. (a) a system of signals for communication by means of the telegraph, heliograph, flags, or other signaling devices; as, the Morse code. (b) A system of words or other symbols arbitrarily used to represent words or phrases for brevity or secrecy; as, the Western Union *code*.”

Any one who has even a quaint knowledge of what Esperanto looks like, or has heard only a few words spoken in that language, or at least has seen some works of the vast literature, either in the original or translation, will be shocked to hear that educators should make such an irresponsible statement as the one made by the Board of Superintendents with reference to Esperanto. Since this resolution was published in the daily press,⁵ there is no doubt that thousands of teachers who have little or no knowledge of Esperanto must have formed a gross misconception of the nature and character of Esperanto. The best advice one can give under such circumstances is to consult the most easily accessible reference works. Here is what one finds there:

Dictionaries.—Webster defines Esperanto⁶ as “an artificial language”⁷ and Funk and Wagnalls⁸ calls it “a universal language.”⁷

Encyclopedias.—The *Encyclopedia Britannica* has this to say:⁹

Universal Language. Esperanto. . . . The grammar can be grasped in half an hour; every rule is without exception, the spelling is phonetic and the dictionary is small. Nevertheless, it has literary power, beauty, precision, flexibility and power of growth. . . . The Paris Chamber of Commerce and the London County Council teach Esperanto in their commercial schools; the London Chamber of Commerce examines in Esperanto. In 1925 the International Telegraphic Union officially recognized Esperanto as a “clear language.”⁷

Under the title “Esperanto Language”⁷ the *Encyclopedia Americana* writes: “Esperanto, successor to Volapük in the effort to establish an international language,⁷ has made considerable progress.”¹⁰

While quoting encyclopedias, it is worth while to mention the Spanish *Enciclopedia Universal Ilustrada*, the largest of its kind in the world; it contains seventy volumes and ten appendices, of approximately 1500 pages each, in which the majority of terms are translated into the following languages: French, Italian, English, German, Portuguese, Catalan, and Esperanto.¹¹

⁴ Webster's *New International Dictionary* (1930), p. 429.

⁵ *New York World-Telegram*, January 24, 1936, Home Edition, School Page.

⁶ Webster's *New International Dictionary* (1930), p. 749.

⁷ Italics the writer's.

⁸ Funk and Wagnalls' *New Standard Dictionary* (1932), p. 852.

⁹ *Encyclopedia Britannica*, 14th Edition (1929), xxii, 861.

¹⁰ *Encyclopedia Americana* (New York, 1932), x, 501.

Let us now examine and analyze a few of the most outstanding works in the specialized fields of linguistics, education, and the social sciences.

Linguistics.—Professor Otto Jespersen needs no introduction. He is a recognized authority on linguistics here and abroad. In his book *An International Language* he pleads for an artificial international auxiliary language, but criticizes those schemes which are in present use, such as Esperanto, Ido, etc., on the ground that they all possess linguistic defects; and he proposes a new one, Novial, from NOV = New and IAL = the first letters of International Auxiliary Language.¹² The author refers to Esperanto as a *language* and never as a *code*; sometimes he prefers to call it *interlanguage*, meaning international language.

But what Professor Jespersen and other linguists actually think of the problem of an artificial language may be clearly seen from the following quotation:

A new science is developing—interlinguistics, that branch of the science of language which deals with the structure and basic ideas of all languages with a view to the establishing of a norm for interlanguages, i.e. auxiliary languages destined for oral and written use between people who cannot make themselves understood by means of their mother-tongues.¹³

Education.—Professor Thorndike's experiment with Esperanto, showing that adults are no less capable of learning than young children, is well known.¹⁴ Throughout the description of this experiment Esperanto is described as a *language* and not a *code*.

Another similar very interesting experiment, under the direction and supervision of Professor Thorndike, was carried out a few years ago "in studies of the teaching and learning of auxiliary languages,"¹⁵ especially Esperanto.¹⁶ In the same book, called *Language Learning*, we find a very lucid description as to the purpose and function of a language in general and those of an international one in particular:

... the function of language is to produce or prevent responses of thought or feeling or action. . . . The function or purpose of an international auxiliary language differs from that of a national and primary language in the relative importance of the reactions or responses which it is used to produce. . . . It will, in particular, be used by men of science and scholarship to express and discuss truths, by business men and manufacturers to give and get information and come to agreements, by diplomats and their public agents to conduct international af-

¹¹ *Enciclopedia Universal Ilustrada*, Espasa-Calpe, S.A., Madrid, 1933.

¹² Jespersen, Otto, *An International Language*. (London: Allen and Unwin, Ltd., 1928), p. 52.

¹³ Shenton, N., Sapir, Edward, and Jespersen, Otto, *International Communication*. (London: Kegan Paul, Trench, Trubner and Co., Ltd., 1931), p. 95.

¹⁴ Thorndike, Edward L., Bregman, Elsie O., Tilton, J. Warren, and Woodyard, Ella, *Adult Learning*. (New York: The Macmillan Co., 1928.) ¹⁵ Italics the writer's.

¹⁶ *Language Learning*. Summary of a Report to the International Auxiliary Language Association in the United States, Inc., by Division of Psychology, Institute of Educational Research, Teachers College, Columbia University. New York: Bureau of Publications, Teachers College, Columbia University, 1933.

fairs, by telephone, telegraph, and radio operators in the transmission of messages, by travelers in supplying their wants in foreign lands, by policemen, guides, railway officers, and the like in dealings with foreigners, by broadcasters, by missionaries and educators in certain aspects of their work, by men of all sorts who make world peace and world welfare an active ideal, and in other cases where individuals need to communicate with people of several different native tongues.¹⁶

It is worth mentioning that this experiment with Esperanto as a propaedeutic has demonstrated that pupils gain a better understanding of the vernacular and make more progress in the study of foreign languages than those who do not study Esperanto.¹⁷

The most widely known and used book for teachers of foreign languages is, without doubt, *Modern Foreign Languages and Their Teaching*, by Robert D. Cole. The author mentions Esperanto several times in connection with various tests and experiments and also in connection with the problem of teaching a synthetic language in our high schools. His authoritative opinion as to the status of Esperanto must be respected by every educator, and here is what he says: "Moreover it is asserted that an artificial language helps in learning a natural foreign language by virtue of the interest created and the sense of achievement engendered. Esperanto is the best known of these languages,¹⁸ progress in the development of which has been truly remarkable."¹⁹

Sociology.—The most intensive analysis ever made of the great barrier to world understanding, due to the language problem, is the scholarly work entitled *Cosmopolitan Conversation*²⁰ by Professor Herbert Newhard Shenton. The author is a sociologist and not a linguist. The field of studies therefore is not linguistics but social intercourse, or still better international conferences, where the problem is most obviously felt. Any one who wishes to have an idea how widely Esperanto is being used, or wants to know about the international organizations that use or endorse Esperanto, is urged to read this book, especially Chapter XI, "An International Auxiliary Language."²¹ All through this monumental but impartial research study Esperanto is referred to as a *language* and not as a *code*. The following passage will be of some interest to us here: "The efforts to find a way out of the language difficulties of cosmopolitan conferences have frequently led to a consideration of the possibilities of an international auxiliary language. The languages which have been seriously considered are constructed languages based on natural languages, and they have been variously described as invented, synthetic and artificial. In the actual discussion of the various

¹⁷ *Ibid.*, pp. 26–30. See also Helen S. Eaton, "Report on General Language Experiment No. 1," George Washington High School, *High Points* (1935), v, 24–26. ¹⁸ Italics the writer's.

¹⁹ Cole, Robert D., *Modern Foreign Languages and Their Teaching* (New York: D. Appleton & Co., 1931), p. 376.

²⁰ Shenton, Herbert Newhard, *Cosmopolitan Conversation*. The Language Problem of International Conferences. (New York: Columbia University Press, 1933, xviii, 803 pp.)

²¹ *Ibid.*, pp. 399–451.

cosmopolitan conferences, Esperanto has received the most attention."²²

Until now we have quoted individual educators and scholars to prove our point of view that Esperanto is referred to as a language and not as a code, and treated as such. In the following lines we are going to quote a few statements made by highly authoritative organizations or groups of scholars.

The International Auxiliary Language Association in the United States, Inc., known as IALA, has already been mentioned in this discussion. This organization was founded in 1924 at the instance of the Committee on International Auxiliary Language of the International Research Council, with the purpose of helping to bring about the establishment of a standardized auxiliary language to be used for direct communication among peoples of different mother-tongues. Among the members of the Board of Directors and those of the various committees we find such authorities as Sapir, Jespersen, Collinson, Fife, Keniston, Thorndike, Finley, Compton, to mention only a few.²³ IALA has sponsored several publications and research projects dealing with the international language problem in general and Esperanto in particular.²⁴ The following bit of information ought to arouse at least some interest, if not high respect, among those who appoint themselves sole arbiters of the international language:

Esperanto is used by the International Labour Office in a bi-monthly bulletin; by the Paris Chamber of Commerce on bills of lading. It appears in all the telephone booths in the Hague for directions in addition to four national languages. It is recognized by the International Bureau of the Telegraphic Union as a "plain language." International newspapers and periodicals to the number of nearly a hundred are published in this synthetic language. Many of the great works of national literature have been translated into it, and original works have been written in it. Textbooks and dictionaries for Esperanto number over nine hundred in forty-six languages. This auxiliary language has already been taught in over a thousand schools in sixty-five different countries.²⁵

Under the title of *The Educational Value of Esperanto* a leaflet appeared two years ago over the signatures of a group of British scholars, such as Professors T. Grahame Bailey, W. E. Collinson, C. B. Faucett, J. J. Findlay, J. C. Flügel, and others, advocating "the adoption of Esperanto as the first language to be studied, after the mother-tongue, in the schools of all countries."²⁶

ESPERANTO IN PRACTICE

In order to show that Esperanto is a living language and that it is extensively being used in international life, we could give here a detailed account of the progress Esperanto is making all over the world. Time and

²² *Ibid.*, p. 399.

²³ For a complete list see "A Plan for Obtaining Agreement on an Auxiliary World-Language, preceded by A Brief History of the International Auxiliary Language Association (IALA)," 1936, 415 Lexington Avenue, New York City. ²⁴ *Ibid.*

²⁵ IALA, *Information* 1934, page 4.

²⁶ *The Educational Value of Esperanto*, July, 1934, The British Esperanto Association. Inc., 142 High Holborn, London, W.C.1.

space, however, do not permit enumerating all the facts, past and present. According to the latest reports from reliable sources Esperanto has made striking progress during the past year in Austria, Belgium, Brazil, Czechoslovakia, Denmark, Finland, France, Germany, Greece, Holland, Hungary, Indo-China, Italy, Japan, Poland, Spain, Sweden, Switzerland, Yugoslavia, and Great Britain. The greatest success of Esperanto has been registered in Japan, where a guidebook to that country was issued by the Government Railways about five years ago and soon went out of print, a new issue having just been published by the same authority. The Japanese Esperanto Institute recently issued a list of scientific documents published in Esperanto in Japan, exclusive of medical treatises. It contains particulars of seventy original monographs, fourteen lists of terms, and thirty-two miscellaneous writings. The Post Office in Rio de Janeiro used a special date-stamp bearing an Esperanto invitation to the recent Samples Fair. Another remarkable event is the fact that the International Electro-Technical Commission, consisting of government delegates from the chief countries of the world, in their Congress at the Hague and Brussels decided to use Esperanto in their official electro-technical dictionary soon to be published, in addition to French, German, English, Spanish, and Italian.

Equally remarkable is the progress made in the field of radio broadcasting. In 1934 there were Esperanto transmissions from eighty-one stations in sixteen countries, totalling 1755 broadcasts. In 1935 the use of Esperanto was still more widespread.²⁷

At the present moment there are one hundred ten journals published in all parts of the world, some in the vernacular, others in Esperanto, and still others in both.²⁸

SUMMARY AND CONCLUSIONS

In the foregoing pages we have shown that the most outstanding authorities in the fields of research, education, linguistics, and the social sciences, consider Esperanto to be a *language* and not a *code*. Furthermore, a large number of scholars also urge the introduction of Esperanto into the schools all over the world. It is therefore proper and just for the Board of Superintendents to rescind its former decision, or at least to make a thorough, impartial, and unbiased investigation of the entire problem. We are sure that, just as the League of Nations, IALA, and many other organizations have already done, the Board of Superintendents will then also assume a more favorable attitude towards this vital problem in the life of international relations, progress, and peace, and proclaim that Esperanto is a "VIVANTA LINGVO DE VIVANTAJ POPOLOJ!"

²⁷ For more details see *Esperanto 1935*, The British Esperanto Association, 142 High Holborn, London, W.C.1, published in September, 1935, 28 pp.

Also *The American Esperantist*, May, 1936, pp. 3-6, published by the Esperanto Association of North America, 1517 H Street, N.W., Washington, D. C.

²⁸ *Lingvo-Libro*, Supplement to *Literatura Mondo* (1935), No. 1, pp. 4-6. The latter, the best literary monthly journal in Esperanto, is published in Budapest, Hungary.

Visual Aids for Teachers of Italian

EDWARD G. BERNARD

Assistant Managing Editor

SLIDES

RICH and varied visual aid resources are available in this country for teachers who wish to intensify or enrich the study of Italian through appreciation of Italy's superb art treasures, geography, and folklore. Few schools do not possess today at least a lantern-slide projector (stereopticon). With this alone a rich and stimulating infusion can be achieved. Lantern slides remain as effective as any available visual aid in the portrayal of still subject-matter for intensive study. They possess the special advantages of creating a large, bright screen image, low cost, flexibility in organization, and long life. Owing to these factors and relative abundance of materials, slides are excellent for beginning one's visual experiments. The following sources supply slides without charge, except for transportation:

- American Museum of Natural History, 79th Street and Central Park West, New York N. Y.
- Brooklyn Museum, Eastern Parkway, Brooklyn, N. Y.
- Enit, 626 Fifth Avenue, New York, N. Y.
- Metropolitan Museum of Art, 81st Street and Fifth Avenue, New York, N. Y.
- University of the State of New York, Visual Instruction Division, Albany, N. Y. (List 44)

The University of the State of New York collection is especially rich in geographic material. While the museums listed are all in New York, most large art museums throughout the country make available photographs and/or slides of their masterpieces of Italian painting, sculpture, and architecture. If slides are not supplied, they can be very simply made from the photographs, or the photographs themselves can be projected by means of an opaque projector. In almost every state there may be found a university service similar to that in New York listed above. If you are in doubt as to the nearest state university in your vicinity, a postcard to *Educational Screen* (64 East Lake Street, Chicago) or to the Office of Education, Department of the Interior, Washington, D. C., will quickly secure the information.

While substantial photograph and slide collections are made available without rental charge, greater resources are to be found in commercial hands, obtainable by rental or purchase. Chief among the commercial libraries are the following:

- Beseler Lantern Slide Company, 131 East 23rd Street, New York, N. Y.
- Casa Italiana, Columbia University, 117th Street and Amsterdam Avenue, New York, N. Y.
- William H. Dudley, 736 South Wabash Avenue, Chicago, Ill.
- Eastman Educational Slides, Iowa City, Iowa.
- Ideal Pictures Corporation, 30 East 8th Street, Chicago, Ill.
- Keystone View Company, Meadville, Pa., or 219 East 44th Street, New York, N. Y.
- National Studios, Inc., 226 West 56th Street, New York, N. Y.

Society for Visual Education, 327 South La Salle Street, Chicago, Ill.

Spencer Lens Company, 33 West 42nd Street, New York, N. Y.

Stillfilm, Inc., 4703 West Pico Boulevard, Los Angeles, Calif.

University Prints, Newton, Mass.

Victor Animatograph Corporation, Davenport, Iowa.

Willams, Browne and Earle, Inc., 918 Chestnut Street, Philadelphia, Pa.

The Casa Italiana charges a rental fee of five cents for each slide. When rented by the set from most commercial sources the cost is usually somewhat less, however. It is customary for borrowers to pay parcel post charges. The purchase prices range from fifty cents for some black and white slides, to \$1.25 for hand-colored ones. From the Society for Visual Education and Stillfilm, Inc., one may secure views of Italy and art masterpieces on film strips, which are gaining in popularity. Projected with an ordinary lantern slide machine (stereopticon) by means of a small attachment, these usually give a slightly smaller screen image, but are much lighter, more compact, and less expensive.

FILMS

A diversified selection of silent and sound films dealing with Italy is available, without rental charges, through the Italy America Society (The Waldorf-Astoria Hotel, New York, N. Y.) and Enit (Italian Tourist Information Office, 626 Fifth Avenue, New York, N. Y.). All of these are in standard theatrical width (35 mm.) suitable for auditorium projectors. The Italy America Society offers the silent films, *New Aspects of Rome* (800 feet), *Florence* (500 feet), and *Sorrento* (800 feet). In addition, the following sound-on-film subjects, among others, may be secured from this source:

- Transatlantic Flight of Balbo (4 reels, 2500 feet)
- Popular Songs of Abruzzi
- Seashore and Mountain Camps for Children (2 reels, 1500 feet)
- Sicilian Sunshine
- Agello's New Speed Record, The Transatlantic Rex (900 feet)
- Venice (3 reels, 2000 feet)
- New Public Works (1000 feet)
- Naples and Vesuvius (500 feet)
- Hydroelectric Plants (2 reels, 1100 feet)
- Libya (700 feet)
- Venetian Palaces (500 feet)
- Sicilian Folklore (600 feet)
- Games and Pageant at Florence in Historical Costumes (700 feet)
- Sestrieres; Newest Italian Winter Resort (500 feet)
- Grape Show at Piacenza (400 feet)
- Monte Rosa: Scenery of the Italian Alps (600 feet)
- The Palio of Siena (800 feet)

Those films which consist of more than one reel are so organized that if advisable each reel can be used separately and independently of the others.

The Italian Tourist Information Office lends photographs and the following 35 mm. sound films:

Venetian Holiday
When in Rome
Down from Vesuvius
Gondola Journey
Mediterranean Memories
Playground of Pan
Taking the Cure

Produced originally by the Fox Film Corporation as theatrical subjects for the "Magic Carpet" series, these are all of exceptionally fine technical quality. The running times range from nine to twelve minutes each. There is no dialogue in these films, the sound consisting of sound effects and music only. The captions are in English. *Venetian Holiday*, *When in Rome*, and *Down from Vesuvius* can be had in non-inflammable "safety" stock.

Both the Italy America Society and the Italian Tourist Information Office require that the borrower pay express charges both ways. The latter source requires that its films be shown only for non-commercial purposes and that any proceeds from admission fees be devoted to charity. The Italy America Society also provides speakers without charge, except for traveling expenses, for occasions which involve the showing of its films. It is required that special arrangements be made when films are to be shipped more than five hundred miles from New York.

Because of the poor quality of Italian theatrical films during the twenties and early thirties, few of them have enjoyed great popularity in this country until recently. Italian producers had indeed shared brilliantly in the pioneering tradition of the silent-film era, creating the first full-length feature film in *Quo Vadis* and later matching it with *Cabiria*. Mussolini has been taking a marked interest in Italian film production and during recent years has done much to raise the level of production. During the past few years a few fine imports, like *La Vecchia Signora*, have created an enthusiastic response here and at present the outlook is brighter than it has been in many years. The leading producers in Rome have been combined for export purposes and are represented in this country by Nuovo Mondo Motion Pictures, Inc. (630 Ninth Avenue, New York, N. Y.). This company has arranged impressive Broadway premièrès for many of its films, the most successful of which are *Canzone del Sole* (8 reels, with Lauri Volpi), *Lorenzino de' Medici* (10 reels, with Alessandro Moissi), *Le Scarpe al Sole* (10 reels), and *Cento Giorni di Napoleone* (11 reels, with Corrada Racca). At present an elaborately equipped film-production center is nearing completion under government auspices near Rome and there is every reason to expect larger numbers of first-rank creations in the near future.

Editorials

OUR NEW EDITOR AND BUSINESS MANAGER

AT the annual meeting of the executive committee of the National Federation of Modern Language Teachers held in Chicago on December 28, 1937, Professor Edwin H. Zeydel of the University of Cincinnati was elected Managing Editor of the *Modern Language Journal*, and Mr. Ferdinand DiBartolo of the Hutchinson High School, Buffalo, New York, was elected Business Manager, for the four-year term beginning July 1, 1938. The first issue of the *Journal* to appear as the product of their joint labors will be the October, 1938, number.

Professor Zeydel has served the *Journal* as Assistant Managing Editor in charge of reviews of German textbooks for most of the past four years, succeeding Professor Josef Wiehr in that post. Before appointing him, the present Managing Editor made a rather extensive canvass among friends and former members of the staff of the *Journal* in order to get the services of the best man available. The fine things said about Professor Zeydel at that time have been borne out in his work for the *Journal*. He has been thorough, reliable, and co-operative. His scholarship in his own field is generally recognized. He is interested in the common problems of our craft. He will be a devoted, conscientious editor, fair and impartial as among the various languages and schools of thought which the *Journal* must serve as a vehicle of expression. His promotion to the post of Managing Editor is deserved, and he will have the support of all those who have served with him on the editorial staff.

Mr. DiBartolo has been a consistent and unselfish worker for the National Federation and for the foreign language teachers and associations of his own state for many years. He has an unusual background of experience and knowledge of the workings of teachers' groups in our field. His integrity is recognized by all who know him. He is energetic without being irritating. He has the character, personality, and initiative to make an unusually effective Business Manager. He will co-operate faithfully with the new Managing Editor to build an ever better and more useful *Journal*.

Both of the new appointees have our best wishes for all success in their common task.

THE CHICAGO MEETINGS

THE Chicago meetings were a success. In spite of the difficulties inherent in the haste with which arrangements had to be made, the lack of proper notice, conflicts, and other handicaps, the attendance was good, the spirit harmonious and constructive, and the results seem likely to be concrete. The meeting on December 29 was especially large and enthusi-

astic. Resolutions were adopted at the December 27 meeting urging action by the National Federation of Modern Language Teachers in co-operation with other associations interested in preserving the humanities, and at the December 29 meeting urging the American Council of Learned Societies to act on a request that it conduct a study of present trends in education as they affect the humanities. The National Federation responded generously and effectively by appropriating a generous sum for a "campaign of enlightenment" and appointing the undersigned as a "liaison officer" or "committee of one" to direct the Federation's activities in this field. Similar action was taken by the American Association of Teachers of German—indeed, even before the Federation had time to act—and the same co-operation was expected from the other language groups.

Speakers at one or both of the meetings included Miss Lilly Lindquist, President of the National Federation; Professor Hayward Keniston of the University of Chicago; Professor Bayard Q. Morgan of Stanford University; Professor Harry Kurz of the University of Nebraska; Miss Jennie Shipman of Woodrow Wilson Junior College, Chicago; Professor Josephine de Boer of Wittenberg College; and the undersigned. The Classical Association of the Central West and South was represented by Miss Irene Crabb of Evanston, Illinois. A high-point of the meetings of the Modern Language Association of America was the presentation by Professor Howard Mumford Jones of Harvard University of the report of the M.L.A. Committee on Trends in Education Adverse to the Teaching of the Modern Languages and Literature, of which he is chairman. Professor Jones also spoke at our meeting on December 29. The report of this committee is an exceptionally well prepared document. It will doubtless be available shortly in printed form.

No one could have attended the meetings without feeling encouraged, even inspired. From the practical side, results are yet to be achieved, but at least we have made a constructive beginning, and work is under way. From the standpoint of morale, and this was the primary objective of these first meetings, the meetings left nothing to be desired. The emphasis was almost exclusively upon the need for unity and harmony among the humanities, and indeed among all the cultural and liberal subjects. Petty jealousies among content-fields were conspicuously absent. Differences as to method were swallowed up in the larger ideological and idealistic aspects of the problem presented by present educational trends. Moderation prevailed, but with the underlying determination always evident. Personal and group attacks were generally avoided, but there was no mistaking the general realization that we are engaged in a battle to save our cultural heritage. The fight will be in the field of ideas, but it will be frank and unafraid, sincere, determined, consecrated. If we are constant, harmonious, and vigorous we shall win through.

Practical suggestions as to methods and objectives, and the names of

those who might be interested in serving on local or regional committees, may be addressed to the undersigned. Reports of progress will be made from time to time, either directly or through the medium of the *Journal*.

HENRY GRATTAN DOYLE

Managing Editor

*The George Washington University,
Washington, D. C.*

Correspondence

EXTENSIVE-READING TESTS

To the Editor of the *Modern Language Journal*:

The task of adequately testing extensive reading in first-year and early second-year French becomes well-nigh impossible if students read at all widely in the many available texts. To meet the demand of teachers and students at the State University of Iowa, objective tests covering the content of popular elementary stories have been prepared. These tests are wholly in French and the twenty-odd tests that have already been analyzed have been found to be statistically reliable. Tests are in mimeographed form and may be obtained from the Romance Language Department: single copies, 10 cents; 20 copies or more of any one test, one cent per page, plus postage or express. Tests vary in length from two to five pages. Any profit resulting from the sale of these tests will be used for furthering the testing program at the University.

Titles available at present include:

L'Abbé Constantin
Aimer Quand Même
L'Aube
Aucassin et Nicolette (Bond)
L'Aventure de Ted Bopp
Le Casque Invisible
Colomba
Le Comte de Monte-Cristo
Contes Dramatiques
Les Deux Idoles
En Amérique
Émile et les Détectives
New French Reader (Ford and Hicks)
Jean Valjean
Le Juif Polonais
La Lizardièrre
La Mare au Diable
Mon Oncle et Mon Curé
Les Oberlé

On a Volé un Transatlantique
Le Pari d'un Lycéen
Les Pauvres Gens
Perrine
Le Voyage de M. Perrichon
Le Petit Chose (Chicago-Heath ed.)
Le Petit Roi d'Ys
La Peur de Vivre
Pierrille
La Poudre aux Yeux
Le Roi des Montagnes
Sans Famille
Sept-d'un-Coup
Stéphanette
La Tâche du Petit Pierre
Mme Thérèse
Les Trois Mousquetaires
La Tulipe noire

GRACE COCHRAN

*The State University of Iowa,
Iowa City, Iowa*

Doctor's Degrees in Modern Foreign Languages 1931-32

Compiled by HENRY GRATTAN DOYLE

Managing Editor, MODERN LANGUAGE JOURNAL
The George Washington University, Washington, D. C.

FOLLOWING is a list of recipients of the degree of Doctor of Philosophy from American universities during the academic year 1931-32 with majors in French, German, Spanish, Italian, or related fields together with dates and sources of previous degrees, fields of study, and titles of the respective theses. Degrees are not listed unless they were actually conferred during the academic year 1931-32.*

BROWN UNIVERSITY—*Jaime Homero Arjona*, A.B., University of Minnesota, 1928; A.M., Brown University, 1929; (Romance Languages): "*La Bizarrias de Belisa*." *Napoleon Joseph Tremblay*, A.B., St. Mary's College, 1925; A.M., *ibid.*, 1926; A.M., Brown University, 1929; (Romance Languages): "*La Critique Littéraire d'Edmond Scherer*."

BRYN MAWR COLLEGE—*Myra Richards Jessen*, A.B., Bryn Mawr College, 1915; (Germanic Literature, Germanic Philology, and Old Norse): "*Goethe als Kritiker der Lyrik*."

COLUMBIA UNIVERSITY—*Valleria Belt Grannis*, A.B., Transylvania College, 1921; A.M., Cornell University, 1925; (French): "*Dramatic Parody in Eighteenth-Century France*." *Harry Hershkowitz*, B.S., College of the City of New York, 1912; A.M., Columbia University, 1915; (Slavonic Languages): "*Democratic Ideas in Turgenev's Works*." *Howard Rosario Marraro*, A.B., Columbia University, 1923; A.M., *ibid.*, 1925; (Italian): "*American Opinion on the Unification of Italy, 1846-1861*." *Mrs. Nancy Catchings Shields*, A.B., Goucher College, 1903; (Romance Languages): "*Italian Translations in America*."

CORNELL UNIVERSITY—*Robert Franklin Brand*, A.B., Cornell University, 1926; A.M., *ibid.*, 1931; (French Literature, Modern European History, Spanish Literature): "*Henry Céard*." *Charles David Buchanan*, A.B., University of Michigan, 1925; A.M., *ibid.*, 1927; (German Philology, German Literature, Old Norse): "*Substantivized Adjectives in Old Norse*." *Harold Godfrey Carlson*, A.B., Wesleyan University, 1926; A.M., Cornell University, 1928; (German Literature, German Philology, Icelandic): "*The Motif of Heredity in Modern German Literature, with Particular Reference to the Naturalistic Drama*." *William Napoleon Rivers, Jr.*, A.B., Talladega College, 1922; A.M., University of Chicago, 1927; (French, French Philology, Spanish): "*A Study of the Metaphors and Comparisons of Théophile Gautier, including a Dictionary*." *Ralph Wood*, A.B., University of Cincinnati, 1928; A.M., *ibid.*, 1930; (German Literature, German Philology, Old Norse): "*Geschichte des Deutschen Theaters von Cincinnati*."

GEORGE PEABODY COLLEGE FOR TEACHERS—*William Thomas Bandy, Jr.*, A.B., Vanderbilt University, 1924; A.M., *ibid.*, 1926; (Romance Languages, Education): "*Baudelaire devant ses contemporains*." *Anna Louise Frey*, A.B., Berea College, 1913; A.M., Teachers College, Columbia University, 1927; (German, Education): "*The Swan-Knight Legend*."

HARVARD UNIVERSITY—*Gaetano Rudolph Aiello*, A.B., Amherst College, 1919; A.M., University of Illinois, 1923; A.M., Harvard University, 1930; (Romance Philology): "*The Tristezza of Roberto Bracco*." *Francis James Carmody*, A.B., University of California, 1928; A.M.,

* This list is published as a result of numerous requests that existing gaps in the annual lists of Ph.D. degrees, published by the *Modern Language Journal* for many years and resumed in 1934-35, be filled. As opportunity permits the corresponding lists for 1932-33 and 1933-34 will be published, completing the series from 1921-22 to date.

It is hoped that this list is correct and complete, but the *Journal* will be glad to publish additions and corrections. Address the Managing Editor.

ibid., 1929; (Romance Philology): "The 'Opéra-comique en vaudevilles' at Paris, 1712-1764." *Joseph Medard Carrière*, A.B., Laval University, 1921; A.M., Marquette University, 1925; A.M., Harvard University, 1926; (Romance Philology): "Arnaud Berquin." *George Odell Switzer Darby*, A.B., University of Wisconsin, 1924; A.M., *ibid.*, 1925; (Romance Philology): "An Astrological Manuscript of Alfonso X." *David Mitchell Dougherty*, A.B., University of Delaware, 1925; A.M., Harvard University, 1927; (Romance Philology): "Political Literature in France during the Reigns of Charles V and Charles VI." *Werner Paul Friederich*, A.M., Harvard University, 1929; (Comparative Literature): "Die Diesseits-Jenseits Spannung in der englischen Barocklyrik." *Andrew Richmond Morehouse*, A.B., Amherst College, 1920; A.M., Harvard University, 1923; (Romance Philology): "The Influence of Jean Meslier on Voltaire." *Waldo Cutler Peebles*, A.B., Harvard University, 1917; A.M., Columbia University, 1919; A.M., Harvard University, 1927; (Romance Philology): "Democratic Tendencies in the Spanish Literature of the Golden Age." *Robert Everding Pike*, A.B., Dartmouth College, 1925; A.M., University of Minnesota, 1929; (Romance Philology): "Guérin de La Pinelière 1615(?) to 1640(?)."

JOHNS HOPKINS UNIVERSITY—*Marie Louise Carro*, A.M., University of Chicago, 1924; (Romance Languages): "La Mythologie Classique au XVII^e Siècle: L'Invention Moderne." *Albert Horwell Gerberich*, A.B., Dickinson College, 1918; A.M., University of Pennsylvania, 1926; (German): "Luther and the English Bible." *Marion Grubb*, A.M., Johns Hopkins University, 1929; (Romance Languages): "*Caesar's Revenge* (1607): A Critical Edition, with a Study in French Literature." *David Rice McKee*, A.B., Princeton University, 1924; (Romance Languages): "Simon Tyssot de Patot: A Forerunner of French Philosophers of the Eighteenth Century." *George Tufford Moody*, Ph.B., Wesleyan University, 1929; (Romance Languages): "Medical Practitioners and Practices in French Literature of the First Half of the Seventeenth Century (1600-1660)." *Maurice Leon Radoff*, A.B., University of North Carolina, 1926; A.M., *ibid.*, 1927; (Romance Languages): "The Characters in the French Farce of the Fifteenth and Sixteenth Centuries and their Relationship to the Characters in French Comedy from 1552 to the End of the Century."

NORTHWESTERN UNIVERSITY—*Michael Mellen*, A.B., University of Amsterdam, 1909; A.M., University of Chicago, 1916; (German): "Present-Participial Constructions in Gothic." *Frank Spiecker*, Graduate, Gymnasium Sittard, Aix-la-Chapelle, 1908; (German): "Luise Hensel als Dichterin."

PRINCETON UNIVERSITY—*Clifford Mortimer Crist*, A.B., Hamilton College, 1927, A.M., *ibid.*, 1929; (Romance Languages): "The Genesis and Sources of Voltaire's *Dictionnaire Philosophique*."

STANFORD UNIVERSITY—*Anita Calneh Post*, Ph.B., University of Arizona, 1909; A.M., *ibid.*, 1917; (Romanic Languages): "Southern Arizona Spanish." *Anthony Eugene Sokol*, B.S., Mississippi State Teachers College, 1927; A.M., Stanford University, 1930; (Germanic Languages): "Die Berufsauffassung in der deutschen Literatur des Spätmittelalters."

UNIVERSITY OF CALIFORNIA—*Marion Albert Zeillin*, A.B., Stanford University, 1918; A.M., *ibid.*, 1920; (Romance Philology): "A Vocabulary to the *Rimado de Palacio* of Pero López de Ayala."

UNIVERSITY OF CHICAGO—*Frederick William Bachmann*, A.B., Stanford University 1922; A.M., *ibid.*, 1924; (Germanics): "Some German Imitators of Walter Scott." *Mary Julia Wall Dillingham*, A.B., Indiana University, 1907; A.M., University of Michigan, 1911; (Romance Languages): "*El Martirio de Sant Lorenzo, Comedia y Auto*: An Edition of a Sixteenth-Century Spanish Manuscript." *Ellen Louise Goebel*, Pd.B., Central Missouri State Teachers College, 1907; A.B., University of Missouri, 1912; S.B., *ibid.*, 1912; A.M., University of Chicago, 1915; (Germanics): "The Cultural Element in the *Taschenbuch für Damen*, 1798-1831." *Randolph Arnold Haynes*, A.B., University of Texas, 1918; A.M., *ibid.*, 1919; (Romance Languages): "Negation in *Don Quijote*." *Barbara Salditt*, A. B., Rockford College, 1929; A.M., University of Chicago, 1930; (Germanics): "Das Werden des Grimmelhausensbildes in 19. and 20. Jahrhundert."

UNIVERSITY OF ILLINOIS—*Sister Mary Constantia Fox*, B.V.M., A.B., Mount Saint Joseph College, 1924; A.M., University of Illinois, 1929; (French): "The *Miracle* and the *Mystère* in France in the Last Decade, 1920-1930." *Mimi Ida Jehle*, B.E., University of Akron, 1928; A.M., University of Illinois, 1929; (German): "Das deutsche Kunstmärchen von der Romantik zum Naturalismus." *Emilie Ida Walz Kubitz*, A.B., University of Illinois, 1916; A.M., *ibid.*, 1930; (German): "Die Auffassung der Liebe in poetischen Realismus." *John William Kurtz*, A.B., Wartburg College, 1927; A.M., University of Illinois, 1929; (German): "Studies in the Staging of the German Religious Drama of the Late Middle Ages." *Frits Moore*, A.B., University of Akron, 1927; A.M., University of Illinois, 1930; (German): "The Attitude of the Older Romanticists towards Lessing." *Flora Emma Ross*, A.B., James Millikin University, 1910; A.M., Columbia University, 1920; (German): "Goethe in France, with Special References to Barrès, Bourget, and Gide." *James Obed Swain*, A.B., Indiana University, 1921; A.M., *ibid.*, 1923; "Vicente Blasco Ibáñez—Exponent of Realism."

STATE UNIVERSITY OF IOWA—*Oscar Leo Bockstahler*, A.B., University of Wisconsin, 1921; A.M., *ibid.*, 1922; (Spanish, French): "The Metrics of José de Espronceda." *Tacie Mary Knease*, A.B., State University of Iowa, 1905; A.M., *ibid.*, 1910; (French, Italian, Spanish): "An Italian Word List from Literary Sources." *Louis Henry Limper*, A.B., Baldwin-Wallace College, 1907; A.M., University of Wisconsin, 1914; (French, Education): "Student Recognition of Some French-English Cognates."

UNIVERSITY OF MICHIGAN—*Oscar Leo Bockstahler*, A.B., Baldwin-Wallace College, 1912; A.M., University of Michigan, 1927; (German): "A Study of the Influence of Friedrich Nietzsche on the Thoughts and Works of Hermann Sudermann." *Edward Elias*, A.B., Harvard University, 1910; A.M., University of Chicago, 1917; (German): "Heine's Leadership of 'Young Germany' Critically Tested by Comparison of his 'Weltanschauung' with that of, Karl Ferdinand Gutzkow." *Hide Shohara*, A.B., University of Michigan, 1926; A.M., *ibid.*, 1927; (General Linguistics): "Genesis of the Articulatory Movements of Speech with Special Reference to the Processes of Sucking, Chewing, and Swallowing."

UNIVERSITY OF NEBRASKA—*Gustave Otto Fuchs*, A.B., University of Nebraska, 1912; A.M., *ibid.*, 1923; (School Administration and Supervision—Romance Languages): "Standards and Practices in Administering the Modern Language Requirement for the Degree of Doctor of Philosophy."

UNIVERSITY OF PENNSYLVANIA—*Ernestine Rose Dedeck-Hery*, Académie de Caen, Brevet Supérieur, 1906; A.M., University of Pennsylvania, 1928; (Romanics): "Rousseau et le projet de constitution pour la Corse. Histoire des parlers de Rousseau avec ses correspondants corses, et des répercussions de ces pourparlers dans le monde des lettres." *William Franklin Falls*, A.B., University of North Carolina, 1922; A.M., Vanderbilt University, 1929; (Romanics): "Bouffon et l'agrandissement du Jardin du Roi de Paris." *Marguerite Caroline Reichenburg*, B.S., University of Nancy, 1926; A.M., University of Pennsylvania, 1928; (Romanics): "Essay on the Readings of Rousseau."

UNIVERSITY OF PITTSBURGH—*Constance Katherine Knobelsdorff*, B.S., Rhode Island State College, 1926; A.M., Cornell University, 1927; (French): "Marcel Proust as a Painter of Contemporary Society."

UNIVERSITY OF SOUTHERN CALIFORNIA—*Mary Jaderquist*, A.B., Wheaton College, 1926; A.M., Northwestern University, 1927; (French): "Lexique de Rotrou."

UNIVERSITY OF TORONTO—*Elizabeth Beatrice Abbott*, A.B., University of Toronto, 1927; A.M., *ibid.*, 1928; (Romance Languages): "Alexandre-Louis-Bertrand Robineau, dit de Beauvoir." *Beatrice Marion Hayes Corrigan*, A.B., University of Toronto, 1927; A.M., *ibid.*, 1929; (Romance Languages): "Sforza Oddi and his Comedies."

UNIVERSITY OF WISCONSIN—*Heinz Siegfried Bluhm*, A.M., University of Wisconsin, 1929; (German and French): "The Reception of Goethe's *Faust* in England in the Second Half of the Nineteenth Century." *Juliana Maria Sofia Cotton*, A.M., University of Wisconsin, 1926; (Comparative Literature, Italian, and History, and Latin and French): "Politian." *Rachel Giese*, A.M., University of Wisconsin, 1928; (Comparative Literature, French, Latin and

Greek): "The Formation of Erasmus's Character and Talent." *Paula Margaretha Kittel*, A.M., Stanford University, 1923; (German and Comparative Literature): "English Translations as Commentaries on Debated Passages in Goethe's *Faust*." *André Camille Lévêque*, Licence en droit, University of Paris, 1929; (French and Comparative Literature): "François de Curel." *Dorothy Penn*, A.M., Columbia University, 1928; (French and Spanish): "The Staging of the *Miracles de Notre Dame par personnages*." *Elisa Pérez*, A.M., University of Kansas, 1927; (Spanish and French): "La influencia del *Romancero* en Guillén de Castro." *John Paul Wenninger*, A.M., Notre Dame University, 1926; (German Philology, German Literature and History): "Die untrennbaren Präfixe als Mittel der Perfektivierung im *Nibelungenlied*."

• Meetings of Associations •

MODERN LANGUAGE SECTION, MARYLAND STATE TEACHERS' ASSOCIATION

THE Modern Language Section of the Maryland State Teachers' Association held its regular fall meeting on October 29, 1937, in the Eastern High School, Baltimore, Maryland. A new and extremely successful feature was an exhibit of students' work and realia from the high schools of Baltimore and the counties, sponsored and organized by Dr. Esther J. Crooks, of Goucher College, which won much favorable comment from the numerous visitors who examined it during the period preceding the meeting. At the same time tea was served under the direction of Dr. Gladys Dorsey, of the faculty of the Eastern High School. The speakers at the meeting were: Miss Emilie Margaret White, of Central High School, Washington, D. C., who spoke on "Maintaining Professional Interest"; Mr. Charles S. Joyce, formerly of McDonogh School, whose subject was "Attainment of the Cultural Objective"; and Dr. Frederic Ernst, Director of the Institute of French Education at Pennsylvania State College and Professor of French at New York University, who spoke on "Foreign Language Teaching, Its Place, Scope, and Responsibilities." The new officers of the Section, elected unanimously for the year 1937-1938, are: Miss Mary Z. Rowland, Catonsville High School, *Chairman*, and Mr. Fred B. Didier, Baltimore Polytechnic Institute, *Secretary-Treasurer*.

GRACE K. STERLING, *Secretary*

Towson High School,
Towson, Maryland

ILLINOIS MODERN LANGUAGE ASSOCIATION

THE Illinois Modern Language Association held its annual meeting, in conjunction with the Modern Language Section of the State High School Conference sponsored by the University of Illinois, on the campus at Urbana on Friday and Saturday, November 5 and 6, 1937, with Miss Ellen Dwyer, Evanston High School, president of the association, in the chair. The session opened Friday noon with a luncheon during which short talks were given as follows: in French by Dr. W. J. Boning, University of Illinois; in German by Mr. K. H. Planitz, University of Illinois; in Italian by Dr. C. Gianturco, Carle Hospital, Urbana; in Spanish by Dr. J. H. Elsdon, University of Illinois.

The following program was presented during the afternoon session: "A General Language Course," Dorothy Vose, Champaign Junior High School: a paper discussing the texts available and the organization of a general language course given in that school; "A Class Demonstration of the Teaching of French," Pauline Changnon, University of Illinois High School, in which differentiated assignment and sectioning were featured; "Meeting the Students' Interest in the German Class," Mr. G. C. Kettelkamp, University of Illinois High School: a plea for

encouragement of student language activity in fields of interest outside of formal language work; "The Rôle of French in American Schools: A Language Art or a Social Study," Professor J. B. Tharp, Ohio State University, in which an argument was advanced for modern foreign language study as an "appreciation" or cultural subject rather than as a tool or performance course. The usual exhibit of texts, realia, and projects was provided.

The following officers were elected for 1938: *President*, Miss Ethel Seybold, Monticello High School; *Vice-President*, Dr. R. T. Ittner, University of Illinois; *Secretary*, Miss Bernelle La Follette, Villa Grove High School; *Treasurer*, Miss Pauline Changnon, University of Illinois High School; *Program Committee*, C. C. Gullette, University of Illinois, *Chairman*, Mr. G. C. Kettelkamp, University of Illinois High School, Sister Mary Bernarda Welch, Mundelein College; *Eighth Member of the Executive Committee*, Mr. H. L. Cobb, East St. Louis High School.

The Saturday morning session was divided into French, German, and Spanish sections, sponsored by the state chapters of the American Association of Teachers of French, American Association of Teachers of German, and American Association of Teachers of Spanish respectively.

Miss Julia Conklin of Canton High School, President of the Illinois Chapter of the American Association of Teachers of French, presided over the French section, which presented the following program: "Standards for the Training of Teachers of French," Professor J. B. Tharp, Ohio State University, National Secretary-Treasurer of the American Association of Teachers of French; "L'Humanisme nouveau—ou le moi perdu et retrouvé," Professor Régis Michaud, University of Illinois. The following officers were elected for 1938: *President*, Professor Vera L. Peacock, Southern Illinois State Normal University; *Vice-President*, Professor S. F. Will, University of Illinois; *Secretary-Treasurer*, Miss Bernadine Mathews, Senior High School, Springfield.

Professor A. W. Aron, University of Illinois, presided over the German section, which discussed the advantages of organizing a chapter of the American Association of Teachers of German. Professor Aron afterwards addressed the group on "Self-Improvement in Teaching." The following officers were elected for 1938: *President*, Albert W. Aron, University of Illinois; *Secretary*, Guenter Schmalz, University of Illinois.

Professor John Van Horne, University of Illinois, presided over the Spanish section, at which the advantages of expanding the membership and organization of the local chapter of the American Association of Teachers of Spanish were presented in the following program: "Discussion of the Activities of the New Chapter," Professor John Van Horne, University of Illinois; "Advantages to the High Schools of the New Chapter," a colloquium led by Professor Arthur Hamilton, University of Illinois, and Dorothy Sprague, Manual Training High School, Peoria. The following officers were elected for 1938: *President*, Miss Dorothy Sprague, Manual Training High School, Peoria; *Vice-President*, Miss Ellen Dwyer, Evanston High School; *Secretary*, Mr. John Hartsook, University of Illinois; *Treasurer*, Miss Dorothy Livesey, Danville High School.

C. C. GULLETTE

University of Illinois,
Urbana, Illinois

MODERN LANGUAGE ASSOCIATION OF MISSOURI

The annual meeting of the Modern Language Association of Missouri convened in the Hotel Statler, St. Louis, on November 19, 1937, with the president, Gilbert M. Fess of the University of Missouri, in the chair. Mr. W. M. Martin, president of the Federal Reserve Bank, St. Louis, spoke on "Modern Languages a Modern Necessity." An entertainment of French songs and drama was presented by the class of Mr. M. J. Knowles Robbins of the Principia College. A panel discussion followed, on "Modern Languages as Social Studies," of which Stephen L. Pitcher, Supervisor of Foreign Languages, St. Louis, was chairman, and in which J. T. Hixon,

T. J. Hull, G. R. Johnson, and L. La Croix of St. Louis, and Dean T. W. H. Irion and Professor J. Warshaw of the University of Missouri, participated.

The officers elected for the coming year were: *President*, Miss Elsa Grueneberg, Park College; *Vice-Presidents*: German, Miss Bertha Sessinghaus, Beaumont High School, St. Louis; French, L. D. Dahl, Westminster College; Spanish, Mrs. Mary Holbrook, Normandy High School, St. Louis; *Secretary-Treasurer*, Miss Jacqueline Moscherosch, Sunset Hill School, Kansas City; *Executive Committee*: Stephen L. Pitcher, St. Louis; Dean F. Sanders, Park College; W. L. Crain, Kansas City University.

G. M. FESS

*University of Missouri,
Columbia, Missouri*

MIDDLE STATES ASSOCIATION

THE Association of Modern Language Teachers of the Middle States and Maryland held its annual meeting at Haddon Hall, Atlantic City, New Jersey, on November 27, 1937, with the President, Miss Emilie Margaret White, of Central High School, Washington, D. C., presiding. The minutes of the 1936 meeting were read and approved and the Treasurer's report, audited by Professors Edwin B. Davis and Wilfred A. Beardsley, was also approved.

Three papers were presented. Madame Cécile Guilmineau Johnson, Sweet Briar College, discussed "Problems with College Freshman French." The Supervisor of Modern Languages in the Baltimore Secondary Schools, Miss A. Marguerite Zouck, cited six "Persistent Problems in Modern Languages" and suggested some solutions. With the statement that the subject of his talk, "The New and the Old Humanities," was a misnomer, that they were one and the same, Professor Gilbert Chinard of Princeton University spoke of the civilization of the Mediterranean basin for which, throughout the Middle Ages and into our own day, the Classics provided a common bond of interest. With this common bond fast disappearing, modern foreign languages may take a large part in developing a knowledge that the peoples of every land have many ideas and ideals in common and by emphasizing the likenesses of peoples, rather than their differences, better understanding between nations may be promoted.

The Nominating Committee, composed of Dr. René Samson, Professor Esther J. Crooks, and Dean Henry Grattan Doyle, Chairman, presented nominees for the year 1937-38. The following officers were elected: *President*, Miss Alice Diggs, Western High School, Baltimore, Md.; *First Vice-President*, Professor Gilbert Chinard, Princeton University, Princeton, N. J.; *Second Vice-President*, Mr. Edward L. Herrick, Lawrenceville School, Lawrenceville, N. J.; *Third Vice-President*, Mr. Robert W. Shaw, Solebury School, New Hope, Penna.; *Secretary-Treasurer*, Miss Mary Z. Rowland, Catonsville High School, Catonsville, Md.

Dean Doyle presented a set of resolutions which the Association unanimously adopted, these resolutions to be presented at the meeting to be held under the auspices of the National Federation of Modern Language Teachers in Chicago on December 27, 1937. The resolutions are as follows:

WHEREAS, certain educational authorities have announced their intention of eliminating or greatly diminishing opportunities to study the so-called "academic" subjects, such as ancient and modern foreign languages, English literature, mathematics, history, and the like, in the secondary schools upon the alleged ground that secondary-school pupils are incapable of comprehending these subjects, and of substituting therefor so-called "vocational" subjects; and

WHEREAS, such an attitude is at once a reflection upon the native intelligence of a large proportion of our youth and a threat to the preservation of our cultural heritage; therefore

Be it resolved, that the Association of Modern Language Teachers of the Middle States publicly protests any such action as unfair to the majority of American youth, harmful to the maintenance of our civilization, and disloyal to the cause of true education; and

Be it further resolved, that this Association demands that adequate facilities for the study of the so-called academic or cultural subjects be provided for all pupils capable of profiting by their study; and

Be it further resolved, that this Association calls on all enlightened educational bodies to join with it in resisting this attack upon our cultural and educational heritage through the denial of educational and cultural opportunities to competent American youth.

Alice Diggs, Secretary

Western High School,
Baltimore, Maryland

• "What Others Say—" •

INTELLIGENCE A POTENT FACTOR IN LANGUAGE STUDY

JAMES G. PENTZ

THE last Annual State Scholarship Examination which was given to more than three thousand selected seniors from the secondary schools of Pennsylvania placed particular emphasis on intellectual acumen rather than on the accumulation of information. In the portion of the examination devoted to foreign languages the results of the examination revealed that mental alertness and brilliance outweigh formal preparation. This conclusion is based on the fact that students who had eight semesters of preparation in a foreign language attained only slightly better scores than those having little or no formal preparation. For example, in Spanish the average rating of students having no preparation was 50, while that for students having eight semesters of preparation was only 57. In French the average rating of students having no preparation was 47, while that of students having eight semesters was only 57. In Latin, however, the advantage of preparation appears to be somewhat greater, for students having no preparation averaged 42, while students with eight semesters of preparation averaged 58. Strangely, in the field of German, students having no preparation rated three points higher than the students who had eight semesters of preparation. These facts would lead to the conclusion that factors other than formal preparation account for achievement in language work; and the factor apparently most operative in these instances is that of mental ability.

Of 3358 candidates who took the examination in foreign languages, 1494 had no preparation in French, 2936 had no preparation in German, 3196 had none in Spanish, and 400 none in Latin. Forty of the candidates had eight semesters in French: five had eight semesters in German; three had eight semesters in Spanish; and 739 had eight semesters in Latin. The commonest amount of preparation was four semesters in the several languages under consideration.—Pennsylvania Department of Public Instruction, *Public Education Bulletin*, April, 1937.

A PERNICIOUS TREND

A CALL to arms was sounded by Professor Edwin B. Place, chairman of the Department of Romance Languages at Northwestern University, when he begged teachers and citizens to make the professional educators quit converting the high schools into kindergartens.

He asserted without qualification that there's a steady trend against teaching mathematics and modern foreign languages in the high schools, and, in his opinion, the two studies are basic elements of a cultural education.

This thing of delivering a school system over to a group of experts makes for a very bad situation, he said, but when politicians take over a school system the situation "becomes unspeakably pernicious. Such is the present plight of the city of Chicago."

Referring to the study of languages and mathematics, he asked, "What name can we put to this intangible? Personally, I call it culture, the very foundation of culture, without which an incoherent pedagogy of the future will strive in vain to orient its pupils in a meaning-less welter of 'integrated subjects,' of so-called 'progressive education.'"

"How in heaven's name can the fields of knowledge be integrated without studying their bases? . . . The slogan of the progressive educationists is apparently that hackneyed old wise-crack, 'to know more and more about less and less.'"

"Some weeks ago I listened to a panel of teachers demonstrating this procedure of integration. The panel was presided over by a professor who is an avowed enemy of foreign languages. One teacher was introduced as a super-specialist from Los Angeles. The most striking thing about the demonstration made by this panel was the inability of several of the interlocutors, including the Professor of Education and the super-specialist from the west coast, to speak the English language correctly and effectively."—*Press dispatch.*

• Notes and News •

FOREIGN LANGUAGES AND THE SOCIAL STUDIES

THE Modern Foreign Language Section of the Department of Supervisors and Directors of Instruction, meeting Tuesday afternoon, March 1, 1938, at the Chalfonte-Haddon Hall in Atlantic City, during the annual convention of the American Association of School Administrators, will be sponsored this year by the National Federation of Modern Language Teachers and affiliated modern language associations jointly with the National Council for the Social Studies. It has been necessary to change the title of the section this year since the teachers of the ancient languages have established a separate section. It is also pointed out that this joint session sponsored this year by the National Federation of Modern Language Teachers and the National Council for the Social Studies is entirely separate from the all-day Saturday meeting regularly organized and conducted by the National Council for the Social Studies.

A directing committee has been named on which the joint sponsors are represented by two members each, and of which the chairman is the appointee of the National Federation of Modern Language Teachers, which originated the section.

The members of the committee are: C. C. Barnes, President, National Council for the Social Studies, Head of Social Studies Department, Detroit Public Schools and Wayne University; R. O. Hughes, Assistant Director of Curriculum Research, Pittsburgh Public Schools; B. Q. Morgan, Professor of German, Stanford University, California; Roy E. Mosher, Supervisor of Modern Languages, State Education Department, Albany, New York; Stephen L. Pitcher, *Chairman*, Supervisor of Foreign Languages, St. Louis Public Schools.

Members of the local committee are: Miss Ada F. Dow, *Chairman*, Head of the Foreign Language Department; Miss Kathryn E. C. Carrigan, Head of the Social Science Department; and Miss Cornelia P. Zeller, German Department, all of the Atlantic City High School.

The central theme of the session will be "Educational Objectives Common to the Foreign Languages and the Social Studies." During the first hour papers will be read to present the point of view of each area and to furnish some practical suggestions for the discussion which will follow. Dr. Howard E. Wilson of the Harvard Graduate School of Education will represent the Social Studies and Dr. James B. Tharp of the Ohio State University will speak for the Foreign Languages.

The second hour will be given over to a panel discussion under the direction of a high-school principal with three high-school teachers from each of the above-mentioned areas as members. Two of these teachers will be S. P. McCutcheon, formerly a teacher of social studies at John Burroughs School, St. Louis, and Paul B. Diederich, formerly a teacher of foreign

languages at University School, The Ohio State University, both now members of the Evaluation Staff of the Eight-Year Experiment in Curriculum Revision of the Commission on the Relation of Secondary School and College. The other members of the panel are yet to be chosen. A report of the session will be sent to the principal foreign language, social studies, and other educational periodicals.

JAMES B. THARP

*The Ohio State University,
Columbus, Ohio*

BROADCASTS IN SPANISH

ON the following stations the Mexican government is giving a series of excellent broadcasts especially for students of Spanish and those interested in Mexico:

XEDP. Long Wave 1,080 Kilo.

XEXA. Short Wave 6,132 Kilo.

49 meter band

XECR. Short Wave 7,380 Kilo.

40.6 meter band

Domingo 16 de Enero

El Teatro en México.

Alfredo Gómez de la Vega.

Domingo 23 de Enero

La Pintura Colonia Mexicana.

Manuel Toussaint.

Domingo 30 de Enero

La Pintura Moderna.

Diego Rivera.

XEFO. Long Wave 940 Kilo.

SEUZ. Short Wave 6,122 Kilo.

49 meter band

XEB. Long Wave 1,030 Kilo.

XEBT. Short Wave 6,000 Kilo.

49 meter band

Domingo 6 de Febrero

Música.

Carlos Chávez.

Domingo 13 de Febrero

La Música Mexicana en el Siglo XIX.

Manuel M. Ponce.

Domingo 20 de Febrero

Literatura.

Jaime Torres Bodet.

Domingo 27 de Febrero

Literatura Revolucionaria.

Martín Luis Guzmán.

These programs will be presented 7 to 8 p.m., Eastern Standard Time.

You are urged to listen and to call these broadcasts to the attention of your local papers and to your students. Please let me know and write the head of the Departamento Autónomo de Prensa y Publicidad, Don Agustín Arroyo Ch., Bucareli 4, Mexico, D. F., how the programs come in.

W. S. HENDRIX

*The Ohio State University,
Columbus, Ohio*

Personalia*

Bethany College (Bethany, W. Va.)

New appointment: Earl D. McKenzie, Instructor in Modern Foreign Languages.

Connecticut State College (Storrs, Conn.)

Resignation: Stella Malkasian, Assistant Instructor in the Foreign Language Department.

New appointments: Joseph Brown, Jr., Assistant Professor in French; Elena Sbrega Lorenzen, Assistant Instructor in the Foreign Language Department.

Dartmouth College (Hanover, New Hampshire).

Retirement: Prescott O. Skinner, Professor of Romance Languages (to be Professor

* This supplements the Personalia published in the October, 1937 issue of the *Journal*. The *Journal* will be glad to receive further additions or corrections.

Emeritus of Romance Languages).

Promotions: Howard F. Dunham, from Assistant Professor to Professor of French; Alberto Vázquez, from Instructor to Assistant Professor of Spanish.

Returning from sabbatical leaves: Louis H. Dow, Professor of French; Shirley G. Patterson, Professor of Romance Languages; Léon Verriest, Professor of French; Ramon Guthrie, Assistant Professor of French; Leroy J. Cook, Assistant Professor of French.

Sabbatical leaves: Ernest R. Greene, Professor of Romance Languages (to travel in Europe); Howard F. Dunham, Professor of French (to travel in Europe).

Resignation: Kenneth Hill, Instructor in French.

Loyola University (New Orleans, La.)

New appointment: Walter E. von Kalinowski, Assistant Professor of German.

New York University (Hempstead, Long Island, N. Y.)

New appointment: A. M. McMaster, Instructor in French, Hofstra College of New York University.

Rutgers University (New Brunswick, N. J.)

Leave of absence: Harold Stephen Corlett, Assistant Professor of Spanish (for graduate study at Columbia University).

New appointments: Richard Lionel Predmore, Instructor in Romance Languages; Courtenay Malcolm Batchelor, Instructor in Romance Languages; Edward Henry Germann, Instructor in Romance Languages.

Southern Methodist University (Dallas, Texas)

Resignation: Charles F. Zeek (to be Professor of Romance Languages at Vanderbilt University, Nashville, Tenn.).

New appointment: H. Wynn Rickey, Professor of French and Acting Head of the Department (formerly Professor of Modern Languages, State College, Mississippi).

University of California (Los Angeles, Calif.)

New appointment: Dr. Bert John Vos, Research Associate in the Department of German (Professor Emeritus of German, Indiana University).

University of Maine (Orono, Maine)

Returning from leave of absence: Roy M. Peterson, Professor of Romance Languages.

Leave of absence: Marion S. Buzzell, Assistant Professor of Romance Languages.

New appointment: Wilmarth Holt Starr, Instructor in Romance Languages.

• Film Reviews •

EDWARD G. BERNARD

Assistant Managing Editor

Singende Jugend. Produced by Meteorfilm, Vienna. Directed by Max Neufeld. Musical Score by Dr. Georg Gruber. Music by Wiener Sängerknaben and Vienna Philharmonic Orchestra. Distributed by International Film Bureau, 59 East Van Buren Street, Chicago, Illinois. Dialogue in German with superimposed subtitles in English.

The finest of recent Austrian productions that have reached these shores is *Singende Jugend*, which deserves high rank in the European tradition of outstanding juvenile films established by *Poil de Carotte*, *Emil und die Detektive*, and *La Maternelle*. Characteristically Viennese in its rollicking pace, its delightful music, and its irrepressible charm, this is perhaps the most entertaining of the group. The story, subtly directed and swiftly paced by Max Neufeld, depicts the adventures of Toni, a homeless waif who is befriended by Hans Olden, a lovable

and happy-go-lucky street singer. Discovering that Toni has an exceptional voice, Olden contrives, after several amusing adventures, to have him admitted to the world-famous Sängerknaben choir. Toni's adventures with his new friends in Vienna and the Tyrolean Alps, his finding a warm maternal devotion in Sister Maria, and his exoneration from a suspected theft in which he had accidentally been implicated, all provide an unflaggingly humorous and dramatic foundation for the superb music and photography which embellish the film. Dr. Georg Gruber's fine musical score includes stirring excerpts from Haendel, Schubert, Brahms, and Mozart, rendered by the Vienna Philharmonic Orchestra and the Sängerknaben. A picture of such charm and beauty that this reviewer was loath to leave the theatre after having seen most of it twice, this is strongly recommended for the "must" list of every school or college that shows German talking films.

Le Juif Polonais. Distributed by Franco-American Film Corporation, 66 Fifth Ave., New York, N. Y.

Distinguished by Harry Baur's acting in the leading rôle, *Le Juif Polonais* is a sombre study in the psychology of guilt. Erckmann-Chatrian's classic story deals with a French innkeeper who murdered a travelling Polish Jew for his money and was pursued by retributory hallucinations until he suffered a fatal stroke in his sleep a score of years later. Baur makes Mathis, the innkeeper, an intensely dramatic figure, conveying his progressive crises with consummate finesse and realism. The final scene, as Mathis in his sleep imagines himself on trial for murder, attains intense melodramatic power. *Le Juif Polonais* is a distinctly better than average film of particular appeal to more mature audiences. It is characterized by attractive French village backgrounds and is provided with subtitles in English.

Mayerling. Directed by Anatole Litvak. Screen play by Joseph Kessel and J. V. Cube from the novel "Idyl's End" by Claude Anet. Music by Arthur Honegger. Photography by Thirard. Distributed by Pax Films, Inc., 723 Seventh Avenue, New York City. Dialogue in French with super-imposed subtitles in English.

From the clouded legends that surround the mysterious simultaneous deaths of Archduke Rudolph of Austria and Baroness Marie Vetsera in 1889, Anatole Litvak has fashioned an exceptionally beautiful, moving, and, in some respects, a rarely distinguished film. The story of Claude Anet's novel, that of a lonely dissolute prince regenerated by the unselfish love of a young girl, whom he is not permitted to marry and with whom he finally commits suicide, is not remarkably new in romantic literature of the Elinor Glyn tradition. In Litvak's hands it becomes a document of rare intensity and realism, however, paced and modulated with an unflinching instinct for emotional and dramatic values. On a par with the direction are the interpretations of Danielle Darrieux and Charles Boyer in the leading rôles. Miss Darrieux's performance is especially notable. To a character that combines the fresh innocence of girlish adolescence with an unbelievably mature understanding of her lover's psychological predicament, she lends a remarkable quality of beauty and conviction that are perhaps the chief reason for the picture's success. A superb portrayal of Rudolph by Charles Boyer, and lovely photography of Viennese backgrounds are other points of unusual merit in *Mayerling*. Unfortunately its story bars *Mayerling* from high-school and ultra-conservative college groups, but for mature audiences it is recommended, despite its somewhat super-Hollywood flavor, as a distinctly outstanding film.

Reviews

SMITH, HORATIO, *Masters of French Literature*. New York: Charles Scribner's Sons, 1937. Cloth. Price, \$1.60. Preface, pp. vii-x; text, 1-312; postscript, 313-327; bibliographical note, 329-332; index of names, 335-338.

This is not a textbook of the usual kind; indeed, it is not a textbook at all, though all students of French above the elementary level ought to have it as required reading. It would help notably to form an intelligent cultural background. This book is a vigorous, keen, and thorough attempt to evaluate French literary genius by the detailed and conscientious study of "a few of those men who by common consent through the centuries have been recognized as the greatest masters of French literature" (p. ix).

Professor Smith chooses six authors only, and it must be said that it requires remarkable courage thus to attempt an analysis of French literary genius when it is considered whom he has to leave out. His six authors are obligatory—with the possible exception of Rousseau—if he stops at six: Racine, Molière, Voltaire, Rousseau, Hugo, Balzac. Admitted the tremendous influence of Rousseau, I still dislike to consider him as one of the "greatest masters of French literature," since I see him as scarcely typical of French literature, and a master chiefly by virtue of his half-mad ideology. Yet I freely admit prejudice, and as freely admit Rousseau's profound influence on later writers.

The omissions everyone will find, and these will probably include most of his favorite French masters; I mention only Rabelais, Montaigne, La Fontaine, La Rochefoucauld, La Bruyère, Mme de La Fayette, Marivaux, Baumarchais, Chateaubriand, George Sand, Flaubert, Musset, Baudelaire, Verlaine, Anatole France, Bourget, Mallarmé, Valéry. Already it is obvious that the list of omissions looks like the start of a history of French literature; this is true, and this is precisely what Professor Smith wants to avoid. We must give up most of our favorites if we want to make the analysis of each man's life and his works sufficiently detailed to bring out the highest common factor of French genius.

On this basis, Professor Smith has made an unusually penetrating study. His mind ranges through each of his six authors, over several other literatures and over the contemporary scene. He is at home with Taine, O'Neill, Addison, Hume, Curtius, Dante, Will Durant, A. Guiterman, Longfellow, Heine, Tirso de Molina, Middleton Murry, Bertrand Russell, Thomas Wolfe, and a hundred others, using them for sharp comparison when appropriate. He never uses them ostentatiously, or merely for page decoration. His use of reference and footnotes is reduced to what one of my friends calls "an irreducible minimum."

Some interesting stylistic effects have been noted. Professor Smith writes a fast, clean prose. Occasionally in his desire for this sharp prose, he omits the verb of a sentence: "But meanwhile gusto and sometimes victory" (p. 70); "An invaluable mentor to Racine, this Boileau . . ." (p. 65). Again, he has an unusual fondness for *romanticist* in such a sentence as: "This poet would not easily comprehend romanticist Shelley's 'profuse strains of unpremeditated art . . .'" (p. 58), which is vaguely reminiscent of our racy and contemporary journal, *Time*.

Such matters are, however, scarcely even peccadillos. In his literary judgments themselves, Professor Smith is strictly impersonal and fair. His prose is often fluid and subtle: "So one remarks, while trying to mix candour with reticence according to a recipe of Sainte-Beuve, most expert of an expertly critical nation, that Racine even if not a Don Juan was far from gelid" (p. 67). He can come to the point with precision and emphasis: ". . . his [Hugo's] vigorous writing sometimes provoked more thought than it contained" (p. 239).

The only French strain with which Professor Smith appears to be a trifle unsympathetic is the Voltaire-Anatole France strain, and he cannot be blamed for this any more than I for my feeling that Rousseau helped French literature about as much as a good dose of typhoid

fever helps the human body. Even with Voltaire he goes out of his way to be fair: "And whatever the basis for the position he takes we do find him [Voltaire] nobly active for human justice, in the Calas affair and others" (p. 153).

Professor Smith's preface and "postscript" are very valuable, for here he explains his aims and draws his conclusions. We perhaps approach his philosophy in his comment on *Hernani*: "The evolution is from universals to particulars, and often to a very particular individual and to a very particular now" (p. 316); or again: "Let us attach these (instances) to the shift still being observed from stationary universals to fluctuating particulars" (p. 323). This is the evolutionary part of literature; of French literature itself he says: "At their highest moments Molière and the others here considered seem to prefigure in their art such a union [of Dante's *sustanza* and *accidente*, or our *essence* and *miscellany*]" (p. 327). Professor Smith has given French teachers the finest food for thought, and they will think about his work in proportion as they are fine French teachers.

WILFRED A. BEARDSLEY

Goucher College,
Baltimore, Maryland

KAULFERS, WALTER V., AND ROBERTS, HOLLAND D., *A Cultural Basis for the Language Arts*. Stanford University, California: The Authors, 1937. Paper. 115 pp. Price, \$1.00.

The Stanford Language Arts Investigation, to be carried on for three years on a grant from the General Education Board, is now under way. The project is to be directed by the authors of this pamphlet, Professor Kaulfers for foreign languages and Professor Roberts for English, in association with Dean Grayson N. Kefauver. The materials assembled here have, with one exception, appeared in educational and foreign language periodicals over a period of the last two years and the book is published as a starting basis or "frame of reference" for the investigation.

The title reveals the strong place given to a plea for more emphasis on the cultural objectives of foreign languages as attained most completely, of course, after a rather high skill in the language has been obtained, but also *while* less complete skills are being effected in the two-year course and especially *without* the skills at all, as effected in cultural survey courses carried on in the medium of English. Convincing evidence is produced to show the timeliness of such a co-operative movement on the part of foreign language teachers who presumably are the best equipped persons on any school staff to present all such content, whether in a foreign language or in English.

The question of integration of content and of teaching service, especially between English and foreign languages, is the subject of several articles. There is a strong plea for the use of the "General Language" course, not so much for prognosis at a stage where strict selection of pupils has dubious validity in educational democracy, but rather for purposes of orientation and for terminal values at the exploratory stage of junior high school. One of the most valuable parts of the book, the part hitherto unpublished, is Kaulfers' outline of a course in "Orientation in Language Arts" for an "integrative approach to the social-cultural aspects of language." The content is in the nature of that presented in part by Blancké in his general language textbook, *General Principles of Language and Introduction to Foreign Language Study* (Heath, 1935) and used in varying amounts by other authors such as Lilly Lindquist, E. C. Cline, Estelle Feldman, Hughson and Gostick, Frederick and Smith, and others.¹ Any seeker for means of integration of foreign language study with other areas or for argument for the contribution of such study to American life and education would do well to examine the rich materials suggested in this outline. Although planned for the junior high school, it could easily be adapted to the kind of "Language Arts Survey Course" for college freshmen such as

¹ See the article in the *Modern Language Journal* for November, 1937, by Taylor and Tharp, on the present status of General Language courses in the schools.

that being organized by Professor John A. Floyd at the request of the president of the University of New Hampshire. If there has been educational waste in the high school from pupils being lost through course failure or quitting school before the departmentalized objectives of subject-matter areas could be reached, why have we not had more such integrated courses in the language fields, English and foreign (including the classical languages), for college freshmen, where the need for exploration and orientation at a higher level is almost as acute? The recent joint session of foreign language and English teachers at the 1937 annual meeting in Buffalo of the National Council of Teachers of English, of which Professor Roberts is president, is evidence of the vigorous action to be expected in connection with this investigation. While the writer has not been commissioned to speak, it is certain that the directors of the project are anxious for the co-operation and sympathy of all language teachers and will welcome inquiries and offers of service.

JAMES B. THARP

Ohio State University,
Columbus, Ohio

HANDSCHIN, CHARLES H., *Introduction to German Civilization: An Outline*. New York: Prentice-Hall, Inc., 1937. Paper. Map. 235 pp. Price, \$1.25.

The aim of this book, according to the foreword of the author, is to promote among Americans an understanding of German civilization. It is intended to supplement any German course or to be made the basis for a separate one-hour or two-hour course. The book is divided into three parts. Part One (pp. 1-108) opens with a list of books in English and a few in German that are recommended for reference. The following chapter, dealing with map drawing, will prove very useful. The next chapter is rather sketchy in treating the German stems. The following five pages are devoted to the topography of Germany. To be commended is the inclusion of a chapter on Switzerland and Austria, covering about ten pages. The bulk of Part One (pp. 23-66) is devoted to an outline of German history from 375 to 1934, based on Robinson's *An Introduction to the History of Western Europe*. The last section of Part One is devoted to exercises based on the preceding pages. Part Two (pp. 109-136) under the title "Institutions and Life" deals with "Governmental Institutions" (pp. 109-111), "Economic Institutions" (pp. 111-118), "Religion and the Churches" (pp. 118-122), "Education and the Schools" (pp. 122-126), and "Recreation" (pp. 127-128). This part again is followed by exercises based on material under the above headings. Part Three (pp. 137-204) is bound together under the heading, "German Culture." After a short orientation the topics, "Great Men and Women" (pp. 139-150), "Great Literary Men and their Works" (pp. 155-177), and "Problems and Notes on Important Literary Works" (pp. 178-186) are discussed. Following that there are chapters on "Art and Architecture" (pp. 192-195), "German Music" (pp. 195-196), "German Philosophical and Scientific Thought" (pp. 196-201), and "German Character and Mentality" (pp. 201-204). Exercises follow as usual. The last nine pages of the book are devoted to a list of texts and translations of important German books, which certainly will be appreciated by all who seek such information.

There is no doubt that many teachers of German who have long been looking for a history of German civilization will welcome Professor Handschin's "Outline." However, many will agree with the reviewer that too much space has been devoted to German history. The comparatively few pages given to art and music should have been enlarged upon greatly, even at the expense of omitting all the exercises. The content of several chapters is too sketchy and consists only of names and dates where a more elaborate presentation would have been more advisable. The author's desire to present his facts in brief form has led him to wordings which are not indisputable. Also the authenticity of some statements cannot be attested to: i.e., Fritz Reuter is called a Pomeranian and Richard Dehmel is mentioned as coming from Silesia. In spite of these shortcomings we must give the author credit for the work he has done in a new and unexplored territory. He has collected an abundance of material which many teachers

of German would have had difficulty in compiling for themselves. The publisher also deserves praise for offering this attractive volume for such a comparatively low price.

E. P. APPELT

*University of Rochester,
Rochester, New York*

SOLOMON, G. GLADSTONE, *Yo sé leer el español*. Philadelphia: Donald McKay Company, 1937. Cloth. Illustrated. Price, \$1.00. Rules for pronunciation, pp. 5-6; text (with footnotes), 10-86; *preguntas*, 87-95.

This book relates the life of a family of rabbits, Sr. Conejo, his wife, and their four children. It carries them through their daily affairs from digging in the garden to being ill in a hospital. The grammatical explanations are introduced naturally in telling of the little rabbits' school days. All the characters are animals: for example, the teacher, Sr. Caballo, and the lodging-house keeper, Sra. Oveja. The author, Mrs. G. Gladstone Solomon, and her publishers claim that the book can be read "from the first page to the last without previous knowledge of the language" and without reference to dictionaries, as the "nouns and some of the verbs are illustrated and the meaning of the other words can be gathered from the sense of the story." They also claim that, after mastering the contents of this book, the student will have acquired not only a "solid foundation for further study," but also an adequate, if limited, vocabulary for foreign travel. The book is one of a series of texts by the same author. There is no vocabulary, as the illustrations are supposed to obviate the need for one. The type is of good size and the general appearance of the small volume is attractive. The reading material is lively, amusing, simple, but too infantile for the student of high-school age or above. It is suitable for very young children only.

VESTA CONDON

*East High School,
Cleveland, Ohio*

WHEATLEY, KATHERINE E., AND SWANSON, ADOLF B., *A Review of French Grammar*. New York: The Macmillan Company, 1937. Cloth. Price, \$1.60. Preface, pp. v-x; Lessons I-XV, 1-187; appendix, 189-242; vocabularies, 243-277; index, 279-281.

This book is intelligently conceived and extremely well executed. The main purpose of the authors is to "integrate grammar and reading"; "to teach students to read with understanding rather difficult French as well as to write simple French accurately." They have therefore insisted on the more complicated and obscure points of French grammar, dealing extensively with the use of tenses, verb-regimens, the more intricate pronominal uses, and the like. They have relegated to a brief appendix such elementary matters as the articles, gender, and the formation of adjectives. One might perhaps dispute the authors' judgment in placing in this appendix the really difficult problem of prepositions, but in general their choice has been sound.

The treatment of the tenses is excellent. It is clear that the authors have not only assimilated Armstrong and Brunot, but have known how to adapt this highly complicated material to the needs of American students. With the aid of these lessons a teacher should be able to make students comprehend the essentially different habits of thought of the French and to make them realize that in this matter, at least, the French language is much more precise than English.

One feature of the book which appeals particularly to the reviewer is the selection of the illustrative material. The authors have had the courage to use first-rate literary texts (with the rather unfortunate exception of Prévost's *Mon cher Tommy*), including even several passages from seventeenth-century writers. The result is to impart at once to the book an at-

mosphere of substance and intelligence in marked contrast to the triviality which is the chief characteristic of more than one recent publication.

By those who believe that grammar is important less as a discipline than as a means of acquiring a fuller comprehension of a great literature, who believe that the study of French should be a gateway to a richer intellectual life, this volume will be appreciated. It deserves to be widely used.

ELLIOTT M. GRANT

*Williams College,
Williamstown, Massachusetts*

WILD, J. HENRY, *An Introduction to Scientific German*. New York: Oxford University Press, 1937. Cloth. Illustrated. Price, \$1.50. Preface, pp. v-vi; text (with questions and exercises), 1-86; vocabulary, 87-116.

This book of twenty-one lessons will doubtless find many friends among teachers of beginning courses in scientific German. The reading matter from the field of natural science is interestingly presented and is arranged progressively with regard to difficulty of style and sentence structure. The book is meant to be used at the beginning of second-year college German and planned to give the student "a workable vocabulary in the shortest possible time."

The chapters increase in length from one to eleven pages. Every lesson but one contains German questions and, in most cases, exercises which serve either to test comprehension of the text or to acquaint the student with structural difficulties of technical German. At the end of most chapters space for a glossary is provided. Fifteen of the chapters are skillfully and appropriately illustrated by pen drawings with explanations in German. They can thus be adapted for oral work. The text is graduated in style and sentence structure. The exercises on technical style prepare the student for a fuller understanding of chapter nineteen, which is devoted solely to an explanation and illustration of "the difficulties encountered by the student of scientific German." The last two chapters illustrate the "telescoped" sentence, the left-hand page in each case presenting the text "as it might occur in some textbook, magazine, or periodical of science" and the right-hand page offering the same material rewritten in much simpler form. In the vocabulary (about 2,000 words) the principal parts of verbs are given in full; words closely related in meaning are grouped together "whenever possible." The accent of various Latin and Greek names of plants is marked in the text, but it might have been more in keeping with the author's suggestion to adapt the German questions and illustrations for oral work if he had also indicated the accent of many other difficult words.

The book will serve well as an introduction to scientific German and will appeal to both teacher and student.

ULAND E. FEHLAU

*University of Cincinnati,
Cincinnati, Ohio*

SCANLON, CORA CARROLL, AND SCANLON, CHARLES L., *Spanish Conversation and Composition*. New York: Harper and Brothers, 1937. Cloth. Price, \$1.50. Preface and Suggestions for Teachers, pp. xi-xiv; Lessons I-XXX, 1-130; notes, 131-168; appendix, 169-197; vocabularies, 198-233; index, 235-236.

This attractively bound and well-edited book is one which surely will gain much favor, for it is sensibly planned and quite capable of fulfilling most satisfactorily the purposes for which it is intended. Though no notable innovations are embodied in the work, it carries throughout the stamp of careful thought and labor designed to produce a text not dull nor tiresome but alive and interesting.

Two plays by modern Spanish dramatists (*La Reja* by the Quintero brothers and the shorter *No Fumadores* by Jacinto Benavente) are used to supply the Spanish text of each of the thirty lessons. These plays are well chosen from all points of view. At the very beginning of every lesson is a valuable list of idioms employed in that lesson, with stars indicating the ones which also appear in Keniston's list. The lesson exercises are divided into five sections, of which the first is given over to a verb and grammatical drill. Section B is a questionnaire relating to the Spanish passage, while the next consists of a number of sentences in English revolving around some point of grammar dealt with in the lesson. The fourth section asks the student to rewrite the Spanish text in indirect discourse, and the last one calls for a translation into Spanish of a passage which gives in English the plot of the comedy. Incidentally, the authors in their preface state it as their conviction that "unguided free composition is a waste of time except possibly for very advanced students," a belief which no doubt will not be fully shared by every teacher of composition. The notes are ample and satisfying. Their purpose is not alone to give assistance on difficult grammatical constructions but also to provide all the cultural information possible. The authors, in discussing some phrase or expression, frequently quote rules and examples from various well-known works on Spanish grammar, particularly Ramsey's. In the appendix, in addition to an adequate consideration of verbs, are word lists corresponding to each lesson and divided according to the parts of speech. Gathered together in this fashion are some 700 words employed in the text and encountered in the first 2,000 words of Buchanan's word book.

It is a pleasure to wish this new book the success it deserves and seems destined to achieve.

WALTER M. LANGFORD

University of Notre Dame,
Notre Dame, Indiana

SAINT-PIERRE, BERNARDIN DE, *Paul et Virginie*. Edited by Albert W. Thompson. New York: D. Appleton-Century Company, 1937. Cloth. Price, \$1.20. Introduction, pp. xi-xxx; text, 3-133; notes, 135-142; vocabulary, 143-191.

It has been a pleasure to re-read *Paul et Virginie* in an edition attractively presented and satisfactorily edited. I say "attractively presented," for though the binding of the Century series is austere, even a bit drab, and the paper of this particular number rather coarse, the print is clear and easy to read and the illustrations admirable. Professor Thompson did well to use the engravings of the 1818 edition; they not only have some historical interest, but they have a special charm which no modern illustrations could match.

Professor Thompson's introduction places the novel accurately both in the career of Bernardin de Saint-Pierre and in the general movement of ideas during the latter part of the eighteenth century. He also indicates the influence of the work on later French writers. He has done these things with clarity and precision in a style that, if not engaging, is certainly straightforward. The introduction is followed by a very useful bibliography. The notes and vocabulary are first-rate.

A former colleague of mine gave during the War a course on the novel to a class of young men in a New England college. At the end of the year he asked them what novel they had liked best and they answered *Paul et Virginie*. I do not know whether the post-war generation would give the same answer, but in this machine age we should certainly not fail to offer them this picture of simple life, this tale which seeks to prove that "notre bonheur consiste à vivre suivant la nature et la vertu." Who knows what effect it might have?

ELLIOTT M. GRANT

Williams College,
Williamstown, Massachusetts

DUMAS, ALEXANDRE, *Georges*. Edited by W. N. Rivers and John F. Matheus. Washington, D. C.: The Associated Publishers, 1936. Cloth. Price, \$1.25. Introduction, pp. vii-xi; text, 1-188; notes, 189-201; vocabulary, 203-233.

In a recent notice in the *Romanic Review* (January-March, 1937, vol. xxvii, p. 50) C. B. Parris calls attention to the present tendency to recognize certain texts whose subject-matter is particularly adapted for use in negro schools. *Georges*, a race novel, comes within the category. The plot concerns a negro family of the Île de France. The father considers it expedient to endure passively the prejudices of a white society; the sons, Georges and Jacques, do not. Georges goes to France, distinguishes himself, and returns to his native island in company with the newly-appointed English governor. Jacques becomes a slave trader. Georges falls in love with the niece of a white aristocrat, a wealthy plantation-owner, and the girl returns his love, though at the time she is engaged to marry her cousin. Infuriated by the resistance of the white society of the island, Georges plots an insurrection which will free the slaves, and exterminate the whites. At the crucial moment the slaves fail him, but he escapes with his white fiancée to the ship of Jacques. Presumably they will flee to some favored spot and there settle and live happily.

As may be inferred, the story is quite melodramatic. It is further characterized by rapidity of action and thinness of plot, and by the readability which one associates with Dumas. The unfortunate feature of the text is the large number of typographical errors. The publishers have added a list of *errata*, but to the thirty-four inaccuracies there indicated one may add: p. 25, l. 1, *soulement*, read *seulement*; p. 66, l. 29 *achetez*, read *achetez*; p. 70, l. 26, *grâce*, read *grâce*; p. 77, l. 5, *mulâtresse*, read *mulâtresse*; p. 85, l. 10, *détournèrent*, read *détournèrent*; p. 88, l. 1, *common*, read *commun*; p. 88, l. 26, *dîner*, read *dîner*; p. 89, l. 21, *s'étaient*, read *s'étaient*; p. 103, l. 25, *lui même*, read *lui-même*; p. 131, l. 1, *lui donnerez, vous*, read *lui donnerez-vous?*; p. 132, l. 22, *même*, read *même*; p. 139, l. 19, *Qui*, read *Oui*; p. 141, l. 9, *Cec*, read *Ces*; and p. 156, l. 8, *sécria*, read *s'écria*. These are typical of the forty-odd additional mistakes which are discernible from even a casual reading.

I. W. BROCK

Emory University,
Emory University, Georgia

WILD, J. HENRY (ed.), *An Anthology of Scientific German*. New York: Oxford University Press, 1937. Cloth. Illustrated. Price, \$1.95. Preface, pp. v-vi; text, 1-170; notes, 171-201; vocabulary, 203-286.

Dr. Wild's Anthology is, as far as I know, the most comprehensive ever published in general science readings. There are 170 pages of material, including the illustrations; 30 pages of notes; and an estimated vocabulary of about 6100 words (84 pages). The material presents approximately 33½ pages of chemistry, 24 of physics, 58½ of biology, 12½ of botany, 15½ of *Tierkunde*, 25 of *Erdgeschichte*, and 17 pages entitled *Aus allen Gebieten*—all in all about 5065 lines of interesting subject-matter. In his German introduction the compiler assures a careful selection of modern scientific reading material and also a careful treatment of style: "Nichts ist so belebend wie ein guter Stil, nichts so entmutigend wie ein schlechter Stil." Long and involved sentences and the ever-present participial constructions have been largely avoided by reconstruction. The so-called scientific style he considers a "sprachliche Nachlässigkeit." The illustrations, or many of them, are intended to supplement the text and to induce the reader actually to study them, thereby enlarging his knowledge and vocabulary. The author, a Dr. Sc. Nat., not only seems to have a wide knowledge of the subjects included in his selections, but he also seems to know where to find appealing and up-to-date material. I have not found a dry chapter in the book. We might quarrel with him in regard to the *pensum* of the various chapters, from 397 lines of botany to 1154 lines of biology; however, there are

necessary limitations in the construction of such a book, and on the whole we think he has done exceedingly well.

The notes, rather voluminous in parts, are highly instructive and decidedly supplementary to the text. They deserve close study with the text because of their informative value. The vocabulary, covering so many fields, must be of considerable size. This, to some, may seem a drawback; however, a text sufficiently simple and properly graded, as this one seems to be, and with language abnormalities largely removed, needs by no means discourage the prospective user. Indeed, we think, he will thoroughly enjoy it.

The reviewer has not had the courage minutely to examine the 170 pages looking for misprints, vocabulary omissions, and the like. But the few sections he did so scrutinize reveal a fair amount of insufficiencies. It should be admitted, of course, that in instances one man may be as correct as the other. Language is a rather subtle thing. Page 115, line 29, *erbrechen*, vomit. This definition is apt to spoil one's appetite for honey. Page 116, line 9, *absetzen sich voneinander*. Not well defined. The words should appear together in the vocabulary. Page 118, line 23, *auslassen*, strain. "To extract" is quite common in the U. S. The same applies to line 27, *ausschleudern*. Page 126, line 22, *engumschlungen*. Omitted. Page 132, line 12, *hinzukommen*. Omitted. Line 22, *herstellen*, (re)construct. *Holznutzung*. Omit Umlaut. Page 135, line 32, *auslesend wirken* should appear together. Line 28, *Auwald* omitted. Page 137, line 10, *von landschaftlich sich auswirkenden Neuerungen*. A little help here might be in place. Line 17, *Dreifelderwirtschaft*. Described but not defined. Three-field rotation? Line 18, *Gewannflur*. Note 227 should appear here. Page 140, line 14, *Schweinemast*. Omitted. Line 23, *Damm*, dam. Embankment would have been better. Page 141, line 5, *geschlossener Urwald*. insufficiently defined. Line 10, *Höhe*. *Sich auf die Höhe ziehen*. Together with *lösen* the phrase is not well defined. Line 21, *Abgabe*. It seems that tribute (in kind?) is meant here; or tax. Page 142, line 34, *ringen*. Omitted. Page 143, line 3, *Spiegel*. Reflection should have been added. Page 144, line 32, *zum Unterschiede*. Not defined. *Stockwerk*. Layer, it seems, is a better word here than story. Page 145, Abb. 51, *Unterbruch*, *Erläuterung*, *beifügen* are omitted.

F. J. MENDER

Indiana University,
Bloomington, Indiana

FOSTER, ELIZABETH ANDROS, *The Elements of Spanish Grammar*. New York: W. W. Norton and Company, 1936. Cloth. Price, \$1.45. Introductory note, p. vii; text, pp. 1-148; appendix, 149-169; list of irregular verbs, 170-175; vocabulary, 177-200; index, 201-205.

Teachers of Spanish have recently noted the appearance of several short, abridged grammars, variously labeled "minimum," "essentials," "fundamentals," "elements," and so on. All these introductory books for beginners have answered our changing needs in some way and reflect increasing pedagogical enlightenment. Although not always avoiding the dangers and errors of over-simplification, they have attempted brief surveys of fundamentals in order to enable students to start early toward that reading mastery which has been recognized, especially since the Coleman report (Algernon Coleman, *The Teaching of Modern Foreign Languages in the United States*, New York, 1929), as the main, if not the exclusive objective in our work. There has been a real endeavor to eliminate accidental and incidental features and to present the fundamental and the characteristic first. Sometimes, and most commendably, the grammarian's approach has been avoided. After all, only a very few of our students, fortunately, are going to be grammarians or have the grammarian's mind. They want the language presented as nearly as possible as direct experience, its vitality undefined, with psychological immediacy, and without the intromission even of English translation—much less, of grammatical terminology.

Of these short grammars Miss Foster's is one of the very best. Its twenty-four lessons reflect the author's fruitful experience in teaching contemporary Castilian to Smith College students. Its excellences, especially for mature students of more than average intelligence

and to whom foreign language study is not a novelty, are many. The formal, grammatical framework is presupposed and will readily be recognized by the teacher, but references to it are quite infrequent. Discussion of the obvious (e.g., forms of the definite article) is rigorously omitted. Stress is laid upon morphological or syntactical phenomena that are notably different from the English.

Many effective innovations in arrangement and presentation of material mark Miss Foster's work. In the treatment of verbs, for example, the preterite is studied before the imperfect, radical-changing verbs are deferred until late in the book, and orthographic changes are included from the very beginning. The most remarkable innovation perhaps is the method of introducing new grammatical material. Very few points are presented dogmatically, by preliminary explanations or definitions. Only those most fundamental features which can be broadly generalized and of which generalization is really a clarification (e.g., *ser* and *estar*; imperfect and preterite) are so treated. In each lesson most of the new linguistic items are discussed for the first time in a "Grammatical Commentary" which follows several paragraphs of connected Spanish. As the student reads these new paragraphs he is referred to the Grammatical Commentary, which explains, classifies, supplements, or merely invites observation of the word, form, or construction involved. This is aimed to develop, and I think from my own experience with the book does develop, critical reading and ultimately an "active" Spanish based on the inductive method of the grammarians themselves.

Miss Foster's book will not, to be sure, wholly satisfy every teacher. For my own part, I think that pronunciation, both in exposition and in practical exercises, is inadequately dealt with; that the subjunctive might be much more clearly presented; and that the long catalogue of rules and examples of tense sequence is extremely confusing and might well be omitted. The illustrative passages, in simple, natural, and highly useful Spanish, will be too short for some, too feminine perhaps for others. Still others may find too much linguistic material for an elementary and introductory book. About these matters a healthy variety of opinion will probably continue to prevail for some time. A common basis of judgment does not exist, and it seems highly doubtful that an exclusively statistical method can provide adequate criteria for the inclusion or rejection of material, as Professor Hayward Keniston suggests (*Spanish Syntax List*, New York: Henry Holt and Company, 1937, pp. 13-14). In any case the defects or shortcomings of detail pale in the light of Miss Foster's many *aciertos* (cf., e.g., her simple explanation of the imperfect and preterite) and the brilliance of her pedagogical method—the special contribution of a book that must prove not only soundly instructive but constructively stimulating to every intelligent student.

WILLIAM H. SHOEMAKER

Princeton University,
Princeton, New Jersey

BÉDÉ, JEAN-ALBERT (ed.), *Quelques Textes Naturalistes*. New York: Henry Holt and Company, 1937. Cloth. Price, \$1.32. Foreword, pp. iii-iv; introduction, vii-xxxiii; notices and text, 2-213; notes, 217-282; vocabulary, iii-cix.

In his foreword Monsieur Bédé tells us that: "In recent years there has been a greater sense of freedom in the editing of literary texts for college use which enables us at last to familiarize the student with naturalism in its genuine form." May we applaud this statement and may we hope that American professors won't be afraid to use in their classes a form of literature which deserves its place in college and which too often has been neglected because of the prejudices or prudish attitude of some. After reading modern American novels and seeing and hearing modern American movies why should one still prohibit naturalistic texts? *Le Docteur Pascal* by Émile Zola has been on our reading list for advanced students ever since the course in the modern novel has been taught, and so far we have not had one objection from the students.

Monsieur Bédé's text contains extracts from the following writers: Edmond et Jules Goncourt (*Manette Salomon*, fourteen pages), Émile Zola (*L'Assommoir*, twenty-three pages; *Germinal*, fourteen pages), Alphonse Daudet (*Numa Roumestan*, seventeen pages), J.-K. Huysmans (*À vau l'eau*, twenty-seven pages), Guy de Maupassant (four short stories: *Le Voleur*, seven pages; *Saint-Antoine*, eleven pages; *Décoré*, eight pages; *Qui sait*, eighteen pages). Each extract or short story is preceded by a brief introduction which gives the student some concise information concerning the selection he will read. The text is supplemented by footnotes and has additional notes in French like *explications de texte*, the latter placed at the back of the book. There is also a good-sized vocabulary. As an *Introduction* to the book Monsieur Bédé gives a very clear exposé of naturalism, its sources, and some information on the representative authors of the movement.

This new textbook should prove to be popular. It is well edited and Monsieur Bédé has, as far as this reviewer is concerned, no apologies to offer. The publishers have had the good idea of using light paper which has kept the book from being too voluminous, in spite of its 213 pages of texts and the added vocabulary. *C'est un travail bien fait.*

ADOLPHE-J. DICKMAN

University of Wyoming,
Laramie, Wyoming

"GYP," *Napoléonette* (pièce en cinq actes et un prologue, d'après le roman de Gyp). Edited by Édouard Sonet and Edward F. Meylan. Boston: Houghton Mifflin Company, 1937. Cloth. Price, 96 cents. Preface, pp. iii-iv; foreword to the teacher, v-vi; text, 1-132; *exercices*, 133-176; *vocabulaire*, 177-215.

The editors, in arranging this textbook edition of the play *Napoléonette*, do so in the belief that they are satisfying a long-felt need in the reading field. Their problem has been to find interesting material which has some literary value, yet is not too involved with linguistic difficulties. This gay little play was a happy choice. The play is based on a novel written in 1918 by the indomitable Gyp, known in private life as "la Comtesse de Martel de Janville", the great-granddaughter of the famous Mirabeau. In 1919, in collaboration with Jean Marsèle, André de Lorde produced the play *Napoléonette*. It was a great success and ran for about three years. The play, which is light, with a swiftly moving plot, has an interesting historical background. It takes place at the French court at the time of the fall of Napoleon and the return of the Bourbons. The plot revolves about the self-willed, irrepressible god-daughter of Napoleon, now the *enfant terrible* of the court of Louis XVIII, who by her courage and loyalty saves her sovereign's papers, honor, and even his life!

Those who know Gyp and who may be apprehensive lest the vocabulary prove to be too free for classroom use may allay their fears, for they will find that this matter has been well handled by the editors. There have been some deletions, while familiar expressions, labeled "F," have been translated in notes at the bottom of the page; and popular expressions, of which there are only a few, have been indicated by "P." For each scene of the play the editors have provided exercises based on the text. They give a *résumé* of the scene in French, a set of questions in French based on the text, a list of idiomatic expressions, for which there is a translation, and sentences in English to be translated in French. Some of the latter are a little strange and one wonders if it is important to make students toil over such sentences as "You look as though you had swallowed your lance" (page 143). However, as most teachers prefer to make up their own exercises, this is not a serious problem. This merry little play should please the reader who is looking for something light, gay, and amusing.

ELIZABETH FILKINS GESSLER

Hastings-on-Hudson High School,
Hastings-on-Hudson, New York

Books Received

FRENCH TEXTBOOKS

- Bond, Otto F., *Première Étape: Basic French Readings*. Boston: D. C. Heath and Company, 1937. Cloth. Illustrated. Price, \$1.20. Contains *Sept-d'un-Coup*, *Aucassin et Nicolette*, *Les Chandeliers de l'Évêque*, *Les Pauvres Gens*, and *L'Attaque du Moulin*, previously published separately.
- Bond, Otto F., *Vocabulary Drill Book (Graded French Readers, First Series)*. Boston: D. C. Heath and Company (Heath-Chicago French Series), 1937. Flexible cloth. iv, 28 pp. Price, 24 cents.
- Burt, Helen K., *Objective Tests. (Le Livre de mon ami, Tests A and B; Le Petit Chose, Tests A and B; Colomba, Tests A and B.)* New York: Globe Book Company, 1937. 8 pp. (each test). Price, 25 copies of any one test, \$1.25.
- Cru, Albert, L., *La France: Ce qu'il faut savoir de son histoire et de sa civilisation*. New York: Bureau of Publications, Teachers College, Columbia University, 1937. Paper. 144 pp. Price, \$1.15.
- Hastings, W. S. (ed.), *The Student's Balzac*. New York: F. S. Crofts and Company, 1937. Cloth. Frontispiece. Price, \$3.00. Introduction, pp. 3-18; bibliographical note, 19-20; selections, 23-259; notes, 263-286.
- Labiche, Eugène, et Martin, Édouard, *Le Voyage de M. Perrichon*. Edited by Isidore Goldstick. Toronto: Thomas Nelson and Sons, Ltd., 1937. Cloth. Price, 35 cents. Foreword, pp. v-vi; introduction, 1-6; text, 7-138; vocabulaires, idiotismes et notes, 139-157; exercices, 158-174; vocabulaire, 175-186.
- Sammartino, Peter, and Guastalla, René M., *A Survey of French Literature*. New York: Longmans, Green and Company, 1937. Cloth. xii, 271 pp. Price, \$2.00.
- Zola, Émile, *L'Attaque du Moulin*. Retold and edited by Otto F. Bond. Boston: D. C. Heath and Company (Heath-Chicago French Series), 1937. Flexible cloth. Frontispiece. Price, 28 cents. Entre nous, p. iii; text (with footnotes), pp. 1-46; vocabulary, 47-60.

GERMAN TEXTBOOKS

- Gerstäcker, Friedrich, *Germelshausen*. Edited by Paul K. Whitaker. Boston: D. C. Heath and Company, 1937. Flexible cloth. Price, 48 cents. Text, pp. 1-46; page-by-page visible vocabularies; nucleus vocabulary.
- Goethe, J. W. von, *Hermann und Dorothea*. Edited by A. Busse and G. Keil. Boston: D. C. Heath and Company, 1937. Cloth. Illustrated. Price, \$1.20. Preface, p. iii; introduction, pp. v-xxiv; text, 3-99; notes, 101-127; vocabulary, 128-178.
- Hildenbrandt, Fred, *Der Sand läuft falsch im Stundenglas*. Edited by Frederick Betz. New York: American Book Company, 1937. Cloth. Illustrated. Price, \$1.30. Preface, pp. v-vi; text (with marginal notes), 1-97; *Fragen*, 99-106; idioms, 107-111; vocabulary, 113-143.
- Koch, Ernst (ed.), *Dauer im Wechsel: An Expository Prose Reader*. New York: Prentice-Hall, Inc., 1937. Cloth. Illustrated. Price, \$1.25. Foreword, pp. vii-ix; selections (with footnotes), 1-84; troublesome words and constructions, 87-97; glossary of troublesome words, 101-104; vocabulary, 107-125.
- Kästner, Erich, *Pünktchen und Anton*. Edited by Frederick Betz. Boston: D. C. Heath and Company, 1937. Cloth. Illustrated. Price, \$1.00. Preface, pp. iii-iv; *Vorwort*, vii-viii; text (with marginal vocabulary-notes), 3-90; *Fragen*, 91-98; idiomatic expressions, 98-107; vocabulary, 108-128.
- Lessing, G. E., *Minna von Barnhelm*. Edited by W. F. Leopold and C. R. Goedsche. Boston: D. C. Heath and Company, 1937. Cloth. Frontispiece. Price, \$1.20. Preface, pp. iii-iv; introduction, v-xxiii; text (with footnotes), 1-154; notes, 155-229; vocabulary, 230-273.

- Purin, C. M., *A Standard German Vocabulary of 2932 Words and 1500 Idioms*. Boston: D. C. Heath and Company, 1937. Paper, vi, 186 pp. Price, \$1.00.
- White, Emilie Margaret, *Ein Ausflug in die deutsche Sprache: Fortschritte*. Doubleday, Doran and Company, Inc., 1937. Cloth. Illustrated. Price, \$1.60. Preface, pp. vii-ix; Lessons I-XX, 1-119; *Literarischer Anhang*, 121-130; *Grammatischer Anhang*, 131-155; *Einer muss heiraten*, 159-184; *Das Peterle von Nürnberg*, 187-231; vocabularies, 232-274; index, 275-276.

ITALIAN TEXTBOOK

- Alfieri, Vittorio, *La congiura de' Pazzi*. Edited by Clarence King Moore. Boston: D. C. Heath and Company, 1937. Cloth. Price, \$1.00. Introduction, pp. v-xiii; text, 1-78; notes, 79-83; vocabulary, 85-105.

NORWEGIAN TEXTBOOK

- Haugen, Einar I., *Beginning Norwegian: A Grammar and Reader*. New York: F. S. Crofts and Company, 1937. Cloth. Price, \$1.85. Preface, pp. v-ix; introduction, 1-7; text, 8-193; vocabularies, 195-212; index, 213-214.

SPANISH TEXTBOOKS

- Alarcón, Pedro Antonio de, *El final de Norma*. Adapted and edited by Anita C. Post. New York: Oxford University Press, 1937. Paper. Price, 30 cents. Introductory note, pp. 3-4; text (with notes and questions), 5-33; vocabulary, 35-47.
- Becerro de Bengoa, Ricardo, *El recién nacido*. Edited by Arturo Torres-Rioseco and Albert R. López. New York: Oxford University Press, 1937. Paper. Price, 30 cents. Introductory note, pp. 1-2; text (with notes and questions), 3-32; vocabulary, 33-47.
- Callcott, Frank (ed.), *Los Puritanos y otros cuentos*. Boston: D. C. Heath and Company, 1937. Flexible cloth. Price, 40 cents. Publisher's note, p. iii; nucleus vocabulary, pp. iv-vi; text (with visible vocabulary and notes), 1-87; comprehension exercises, 88-90.
- Cervantes, Miguel de, *La Gitanilla*. Abridged and edited by Carlos Castillo and Colley F. Sparkman. Boston: D. C. Heath and Company, 1937. Flexible cloth. Price, 28 cents. To the Teacher, pp. iii-iv; text (with footnotes), 1-42; exercises, 43-47; idioms, 48; vocabulary, 49-60.
- Espinosa, Aurelio M., *España: Lecciones elementales sobre la historia de la civilización española*. New York: Oxford University Press, 1937. Paper. Price, 30 cents. Introductory note, pp. 3-4; text (with notes and questions), 5-40; vocabulary, 41-63.
- Espinosa, Aurelio M., Jr. (ed.), *Cuentos castellanos*. New York: Oxford University Press, 1937. Paper. Price, 30 cents. Introductory note, pp. 3-4; text (with notes and questions), 7-43; vocabulary, 45-64.
- Fernández de Lizardi, José Joaquín, *El Periquillo Sarniento*. Edited by María López de Lowther. Part I. New York: Oxford University Press, 1937. Paper. Price, 30 cents. Introductory note, pp. 3-4; text (with notes and questions), 5-32; vocabulary, 33-48.
- Johnston, Marjorie C., and Johnston, Edith, *Study Activities in Spanish*. Garden City, N. Y.: Doubleday, Doran and Company, Inc., 1937. Book One—First Year: Paper. Illustrated. 160 pp. Price, 60 cents. Book Two—Second Year: Paper. Illustrated. 176 pp. Price, 65 cents.
- Kästner, Erich, *Emilio y los detectives*. Adapted and edited by Federico de Onís and William M. Barlow. Boston: D. C. Heath and Company, 1937. Cloth. Illustrated. Price, 84 cents. Preface, p. iii; text (with idiom lists and notes), pp. 1-136; exercises, 137-168; vocabulary, 169-203; contents, 204.
- Switzer, Rebecca S., and Lee, Gladys M., *A la conquista de la lengua española*. Boston: D. C. Heath and Company, 1937. Paper. Book One: Preface, p. i; lessons and tests, pp. 1-118; vocabularies, 119-124; tests. Book Two: Preface, p. i; lessons and tests, pp. 1-102; vocabularies, 103-110; tests. Price, 48 cents each.

- Torres, Arturo, Weisinger, Nina L., King, Roberta, and Johnston, Marjorie C., *Essentials of Spanish, with Readings*. Garden City, N. Y.: Doubleday, Doran and Company, Inc., 1937. Cloth. Illustrated. Two volumes. Price, Book One, \$1.60; Book Two, \$1.80. *Book One*: Preface pp. v-vii; pronunciation, etc., 1-19; Lessons I-LIX, 21-226; plays, 227-233; informational readings, 235-267; A First Reader, 269-355; appendix, 356-384; vocabularies, 385-422; index, 423-425. *Book Two*: Preface, pp. v-viii; pronunciation, etc., 1-19; review of grammar in Book One, 20-44; Lessons I-XLII, 45-229; *Fortuna*, 230-265; plays, 266-283; informational readings, 285-306; *Los otros americanos*, 307-465; appendix, 466-507; vocabularies, 509-568; index, 569-572.

MISCELLANEOUS

- Doyle, Henry Grattan, *George Ticknor*. Together with Ticknor's *Lecture on the Best Methods of Teaching the Living Languages*. Washington, D. C.: The Author (5500 Thirty-third St., N.W.), 1937. Paper. 37 pp. Price, 50 cents.
- Frias y Jacott, Francisco de, *Reformismo agrario*. La Habana: Secretaría de Educación, 1937. Paper. 173 pp.
- Holmes, Urban T., *A History of Old French Literature*. New York: F. S. Crofts and Company, 1937. Cloth. xii, 351 pp. Price, \$4.00.
- Hupp, Alice H., *The Mechanics of the Sentence*. New York: American Book Company, 1937. Paper. 338 pp. Price, \$1.25.
- Koller, Armin H., *The Abbé Du Bos: His Advocacy of the Theory of Climate*. Champaign, Illinois: The Garrard Press, 1937. Cloth. 128 pp.
- Kuder, Merle, *Trends of Professional Opportunities in the Liberal Arts College*. New York: Bureau of Publications, Teachers College, Columbia University, 1937. Cloth. 236 pp. Price, \$2.35.
- Milanés, José Jacinto, *Algunas poetas*. La Habana: Secretaría de Educación, 1937. Paper. 79 pp.
- Muller, Herbert J., *Modern Fiction: A Study of Values*. New York: Funk and Wagnalls Company, 1937. Cloth. xvi, 447 pp. Price, \$2.80.
- Nagel, Kurt (ed.), *Englische Gedichte* (222 Gedichte aus den letzten drei Jahrhunderten, mit nebegesetzter deutscher Übertragung). Leipzig: Paul Hempel (The English Book Service), 1937. Cloth. 345 pp. Price, \$3.50.
- O'Brien, Justin, *The Novel of Adolescence in France: The Study of a Literary Theme*. New York: Columbia University Press, 1937. Cloth. 240 pp. Price, \$2.50.
- Pascal, Blaise, *The Physical Treatises of Pascal: The Equilibrium of Liquids and the Weight of the Mass of the Air*. Translated by I. H. B. and A. G. H. Spiers. Introduction and notes by Frederick Barry. New York: Columbia University Press, 1937. Cloth. Illustrated. xxviii, 181 pp. Price, \$3.25.
- Pascal, R., *Shakespeare in Germany, 1740-1815*. Cambridge: University Press (New York: The Macmillan Company), 1937. x, 199 pp. Price, \$2.50.
- Pérez de Zambrana, Luisa, *Elegías familiares*. La Habana: Secretaría de Educación, 1937. Paper. 87 pp.
- Rivera y Pastor, F., *Nueva práctica y estilo de la República*. Madrid: Ediciones Yunque, 1935. Paper. 303 pp. Price, 6 pesetas.
- Romero Flores, H. R., *Perfil moral de nuestra hora*. Madrid: Ediciones Yunque, 1935. Paper. 273 pp. Price, 6 pesetas.
- Russell, Harry J., *The Most Common Spanish Words and Idioms*. New York: Oxford University Press, 1937. Paper. 36 pp. Price, 30 cents.
- Schlegel, Friedrich, *Neue philosophische Schriften*. Frankfurt: Verlag Gerhard Schulte-Bulmke, 1937. Paper. 391 pp. Price, R. M. 15.
- von Wartburg, W., *Évolution et structure de la langue française*. (Deuxième édition.) Chicago: University of Chicago Press, 1937. Cloth. viii, 290 pp. Price, \$2.50.